MONMOUTH COLLEGE

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CATALOG

MONMOUTH COLLEGE BULLETIN • MONMOUTH, ILLINOIS

Where to write

This catalog is designed to provide information about Monmouth College and its academic program. If further information is needed, inquiries may be addressed to the appropriate office at Monmouth College, Monmouth, Illinois 61462 as follows:

Academic Affairs . . . . . Dean of the College
Admissions, Scholarships, and Information for Prospective Students . . . . . Director of Admissions
Business Affairs, Payment of Fees . . . . . Business Manager
Events and Activities at the College . . . Director of Public Relations
Financial Assistance to the College . . . . Director of Development
Student Welfare . . . . . Dean of Students
Transcripts of Student Records . . . . . Registrar

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MONMOUTH COLLEGE BULLETIN
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Monmouth College, as a liberal arts college, proposes to provide basic knowledge and inspiration to assist young men and women in gaining an understanding of the world in which they live.

The curriculum of the college is designed to provide the students with a broad understanding of the physical world, of human society, of the arts, and of the world of ideas; to provide an atmosphere in which the student is encouraged to develop initiative, responsibility, intellectual inquiry and self-confidence, a sense of values, creativity, and a desire to continue a lifelong quest for knowledge; to provide the students with a foundation for entry into the world of industry and commerce, the various professions, or graduate study.

The concern of Monmouth College is with the individual student; his mind, his aspirations, and his ideals. Within an intellectual and cultural environment in which Christian ideals are affirmed, the college aims to train highly effective young men and women who will in turn render a service to society.

MONMOUTH COLLEGE

MONMOUTHIANA

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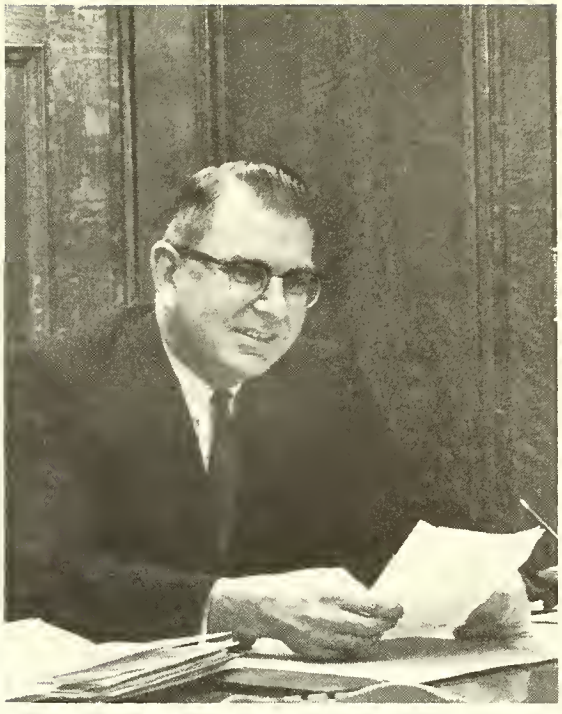

Dear Prospective Students, Parents, and Counselors:

A college catalog is many things to many people. It is the official record of the college, with descriptions of courses, an explanation of regulations, and a listing of the faculty. Because the college catalog is the one publication containing all this information, it is of use not only to present students, but also to prospective students.

We hope that high school students planning their college careers—and those who counsel them in this planning—will find this catalog useful. The photographs and text that follow tell about Monmouth College and its educational program, an exciting, challenging new program structured around a faculty of master teachers.

In addition to the descriptions you find in this catalog and in our other publications for prospective students, we hope you'll be able to visit our campus and see the Monmouth program in operation. You are invited to write to the Director of Admissions for additional information about Monmouth College.

DUNCAN WIMPRESS
President
Monmouth College

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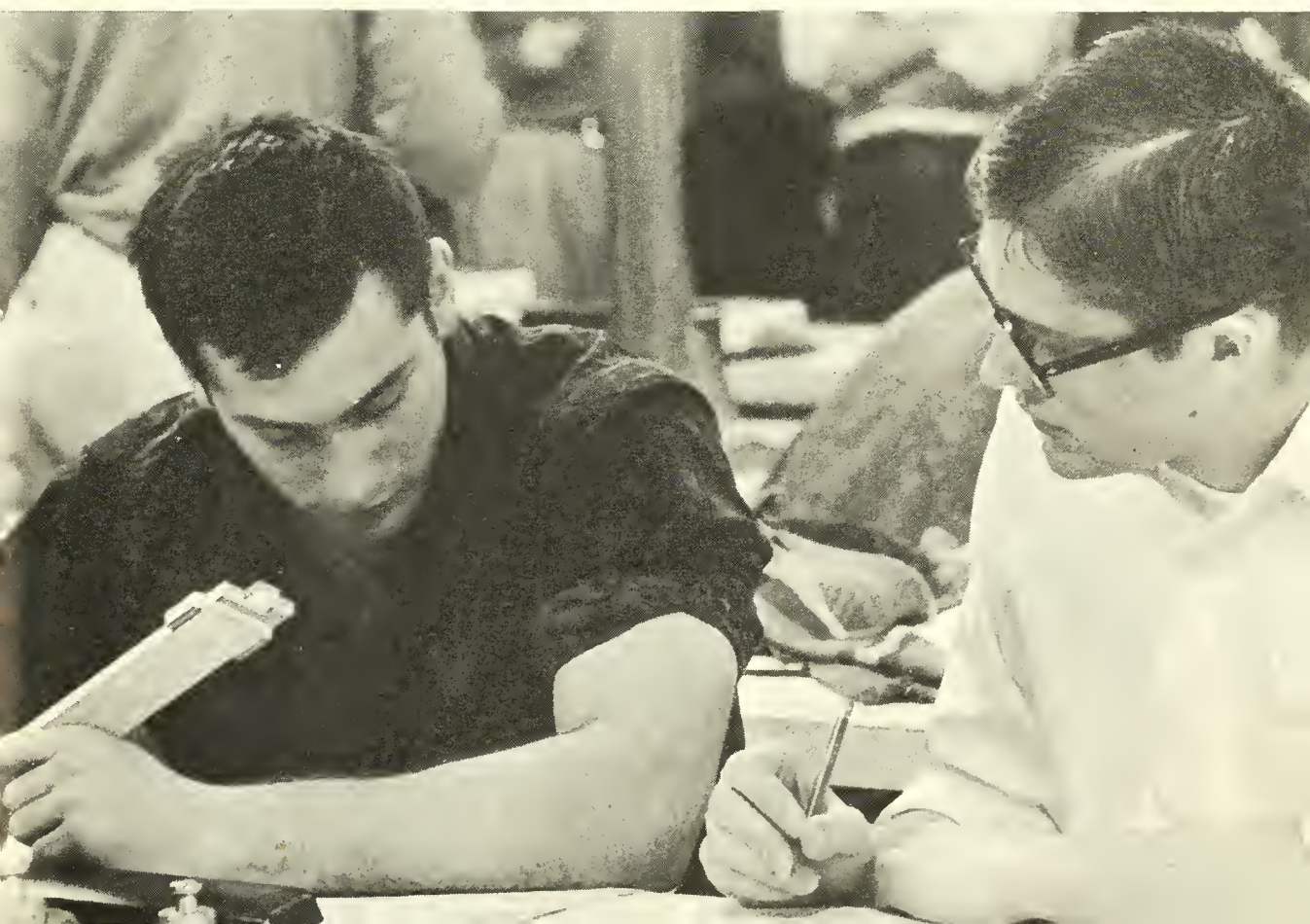


THE CHARACTER OF THE COLLEGE

Monmouth College is an independent, coeducational, residential liberal arts college with a limited enrollment whose educational program is designed for students of superior ability seeking a challenging and exciting college experience.

Monmouth is a pioneer college, both in its tradition and in its spirit. Founded in 1853 with an endowment of $1,150 by a group of pioneer citizens of Monmouth, the college has perpetuated that spirit of vision, optimism, and vigor, and today ranks as one of the nation's leading liberal arts colleges. It was one of the first colleges in the nation to admit women on an equal footing with men, and one of the first in the Midwest to be accredited for the preparation of chemists by the American Chemical Society.

This spirit continues today in a new and expanding East Asian Studies program which has attracted wide attention, a strong thrust of alumni support which in 1965 won two national awards from the American Alumni Council, and a distinctive educational adventure, the three-term, three-course curriculum, now in its third year.

Monmouth's academic standing has been enhanced by the publication of *Doctorate Production in United States Universities, 1920-62*, which ranked Monmouth among the top 16 per cent of the nation's 1,470 four-year colleges and universities in the production of scholars who earn the Ph.D. degree. The National Academy of Sciences-National Research Council report listed Monmouth as one of the 300 "leading baccalaureate sources of doctorates" and noted that Monmouth ranks 62nd among all private liberal arts colleges in the nation in the number of alumni who earned doctorate degrees in the period covered by the survey.

In the second Trytton Report, Monmouth ranked among the top 10 colleges in the nation in the percentage of male graduates who completed the doctoral degree in chemistry. The recent Knapp and Greenbaum study rated Monmouth among the top 50 colleges and universities in the production of scholars, 20th in the nation in the preparation of scholars in the social studies, and seventh in the production of young women scholars of distinction.

In recent years the college initiated a biennial Liberal Arts Festival to give focus to the liberal arts philosophy of studying a topic from all areas of human knowledge. R. Buckminster Fuller, design engineer and inventor of the geodesic dome, was one of the speakers at the 1965 festival. Syndicated columnist and author Max Lerner was another.

As a college with a history of dedication to high academic purpose, Monmouth has distinctive characteristics which enable it to fulfill its commitments to the liberal arts tradition in a vital and superior way.

A concern for the individual student which closely interweaves the personal lives of the students, the social life of the campus, and the academic program is also part of the character of the college. The college's educational aims cannot be realized by means of a narrowly intellectual approach. Without in any way compromising the intellectual demands of a college, courses are conducted with the hope and expectation that the learning experience in them will make a genuine personal difference to students who take them. The close personal relationships which students have with each other and the dialogue between students and faculty members plays a most important part in the assimilation and understanding of ideas and facts.

The character of the college, then, is indicated in some of its physical configurations: its dedication to a limited enrollment where individuality and a sense of community can be preserved, its selection of students for academic competence and strength of character, its residential system which emancipates students from adolescent interests and fosters independence, its faculty of nearly 100 which has as its primary task and interest the teaching of young people in an environment where student and teacher are closely identified.

Monmouth College remains experimental and vigorous in spirit, dynamic and informal in program, and uniquely devoted to providing an undergraduate education of highest possible quality in an environment where Christian values are affirmed.

ABOUT MONMOUTH

Monmouth College was founded in 1853 by Presbyterians of Scottish descent as a preparatory school for ministers of the Associate Reformed Presbyterian Church. To this day, the college has retained its Scottish traditions and its affiliation with the church, now the United Presbyterian Church, USA.

From its founding, the college has admitted women on equal terms with men. It was one of the first colleges in the nation to operate as a coeducational institution and is the birthplace of the first two sororities in the nation, Pi Beta Phi and Kappa Kappa Gamma. Both maintain their Alpha chapters at Monmouth. The college has a long history of rivalry with its neighbor to the east, Knox College, and the annual Monmouth-Knox football game is billed as "the oldest football rivalry west of the Alleghenies."

During the first 111 years of its existence, the college had the capable leadership of its first six presidents: Dr. David A. Wallace, Dr. Jackson Burgess McMichael, Dr. S. E. Lyons, Dr. Thomas Hanna McMichael, Dr. James Harper Grier, and Dr. Robert W. Gibson. In 1964, Dr. Duncan Wimpress was elected as the seventh president of the college.

Governing body of the college is the board of directors, composed of 40 leaders from various professions and geographical areas. The college is accredited by the North Central Association and the American Chemical Society.

The college is an institutional member of the American Alumni Council, American Association of Colleges in Teacher Education, American Association of University Women, Associated Colleges of the Midwest, American Council on Education, American College Public Relations Association, Associated Colleges of Illinois, Association of

American Colleges and Universities, Illinois Association for Teacher Education in Private Colleges, Midwest Intercollegiate Athletic Conference, and Presbyterian College Union.

Monmouth is a founding member of the Associated Colleges of the Midwest, an organization of 10 outstanding liberal arts colleges in Iowa, Illinois, Minnesota, and Wisconsin. These independent colleges of similar size, organization, and purpose work together in various undertakings, curricular and extra-curricular, to increase their educational effectiveness and operating efficiency.

Monmouth is a member of the Midwest Intercollegiate Athletic Conference, which carries on competition at the varsity and freshman level between the 10 institutions in the Associated Colleges of the Midwest. Monmouth's "Fighting Scots" compete in nine varsity sports: football, cross-country, basketball, swimming, wrestling, baseball, track, golf, and tennis.

The city of Monmouth, from which the college draws its name, is a pleasant, progressive community of 11,000. Located in western Illinois, it is the county seat and leading city of Warren County, 180 miles from Chicago. In the past two years, Monmouth citizens entered a new era of progress, approving $800,000 in water and sewer improvements, a school tax referendum, and donating nearly one million dollars to build a new hospital facility.

Monmouth is easily accessible by car, bus, train, or plane. U.S. Highways 34 and 67 and Illinois 164 intersect in the heart of the city, and U.S. Interstate 80 passes near the city. The city is on the main line of the Chicago, Burlington & Quincy railroad, which operates special trains for students at Christmas and Thanksgiving. The Santa Fe railroad depot is only 16 miles from the city.

Monmouth is also served by two bus lines. Ozark airlines operates daily from an airport only 10 miles from the campus and Monmouth's airport, oldest in Illinois from the standpoint of continuous operation, serves private planes. Ozark and United Air Lines also operate from the nearby Quad-City airport. The college operates special charter bus service to and from the St. Louis area at vacation times. Charter plane service is also available under college sponsorship.

IN THE LIBERAL ARTS TRADITION

Monmouth College is devoted to the liberal arts and works within this framework, constantly seeking new ways to make its educational program more challenging, to keep it attuned to the demands of this day and age and the knowledge explosion.

In recent years, Monmouth has revitalized its entire educational program by adopting the three-term, three-course curriculum; by putting emphasis on individualized study through seminars and independent study; by establishing a senior comprehensive examination and a variety of interdisciplinary seminars; by initiating an East Asian Studies program to give new attention to the non-Western world, and by inaugurating a host of off-campus study programs.

This dynamic, vibrant academic adventure is set in a four-year program broadly based in the arts and sciences and given new depth by the intellectual, cultural, and recreational opportunities offered by a closely knit college community.

Advanced instruction at Monmouth is highly individualized; most if not all of a student's advanced work is taken in small classes, seminars, and independent study. One of the primary concerns of the college is to give to each student who develops a serious and mature interest the opportunity to go as far as he is capable of going in the field of his choice.

Monmouth's 17 special study programs figuratively bring the world to the door of the college campus. The programs, most of them off-campus, cover a variety of fields of study and are carried out in such places as Costa Rica, Japan, Washington, D.C., the Quetico-Superior wilderness, Argonne national laboratory, and Cuttington College in Liberia.

Courses are grouped into the humanities, natural sciences and mathematics, and social studies. Academic departments are grouped into three divisions:

HUMANITIES:

Art, Bible and Religion, Classical Languages, English, History, Modern Foreign Languages (French, German, Russian, Spanish, Japanese), Music, Philosophy, Speech

SOCIAL SCIENCES:

Economics and Business Administration, Education, Government, Physical Education, Psychology, Sociology

NATURAL SCIENCES AND MATHEMATICS:

Biology, Chemistry, Geology, Mathematics, Physics

THE THREE-TERM, THREE-COURSE PLAN

The three-term, three-course curriculum provides for new depth in the liberal arts through more intensive study over a shorter period of time. Instead of the two conventional 15-week semesters, the academic year is divided into three 11-week terms which end at the natural dividing points of Christmas and the months of March (spring recess) and June. Students go home for the Christmas holidays with final examinations behind them, rather than facing the "lame duck" session with papers and exams due immediately after the holidays under the old semester system.

Under this new curriculum, now in its fourth year at Monmouth, students normally take only three courses a term or an allowable maximum of 11 a year. The shift to the "three-three" was prompted by studies which revealed that students learn more readily when they carry fewer courses for shorter periods of time. Seminar and independent studies are increased under the three-term, three-course program and are required for all junior and senior students.

During their first two years at Monmouth, students explore the major areas of the liberal arts as they fulfill the graduation and distribution requirements. In the final two years, they undertake a more intensive study in their field of concentration. As the student progresses from the freshman to the senior year, the college plans for him to become free of detailed supervision and to increase his independence through individual study programs. Always, however, especially during the first two years, the student has the benefit of ample counseling by the dean of students, his faculty adviser, and his residence hall counselor.

THE FACULTY

The heart of the learning process at any academic institution is its faculty, and Monmouth's educational program is based on the premise that the dialogue between students and faculty members plays a most important part in the process. Monmouth's faculty members are selected very carefully for the role—inside the classroom and outside the classroom—they will play in the lives of their students.

During the past few years many young and vigorous teacher-scholars have been added to the Monmouth College faculty. Two-thirds of the faculty already hold the Ph.D. degree, and many others are making substantial progress toward it. The college has never had a "publish or perish" policy, and the primary emphasis has always been on teaching. Yet during the past decade the scholarly production of the faculty compares favorably in proportion to its size with that of the great universities of the nation.

Faculty members at Monmouth are on the campus because their primary interest is in teaching young people—particularly in a small liberal arts college such as Monmouth, where they have an opportunity to work closely with students. The student-faculty ratio is 13:1, and all department heads teach some freshman courses. Size of the average class ranges from 20 to 25 students for a typical freshman English class to three or four students for the average seminar at the upperclass level. Monmouth's independent study programs further emphasize this close student-faculty relationship.

Poet and humorist Ogden Nash autographs a copy of his latest book for students following his lecture on American humor in the concert-lecture series program.

Freshman students are introduced to the college at orientation sessions led by faculty members. Early in their first year, they choose a faculty adviser who counsels them in selection of an academic program and career as well as in day-to-day problems. Faculty members lead student colloquia, serve as advisers to student groups, serve on committees with students for special events such as the Liberal Arts Festival. Both in the classroom and in the campus community, students and faculty members come into frequent, informal contact.

EDUCATION OUTSIDE THE CLASSROOM

Because Monmouth is a residential college, the personal lives of the students, the social life of the campus, and the academic program are all closely related. "Education Outside the Classroom" at Monmouth is the name given to a broad program encompassing cultural and recreational activities, discussion sessions, and a variety of events which broaden the student's horizons and relate classroom studies to current practices and topics.

Regularly scheduled programs include the Monmouth College Concert-Lecture Series, an All-College Colloquium, a biennial Liberal Arts Festival, a Student Council Jazz Concert, the Danforth Visiting Lecturer program, the Sigma Omicron Mu Visiting Lecturer program, and the Classics Department Visiting Scholar program. Other events include faculty colloquia, student-faculty colloquia, convocations, and the placing of books and periodicals in the college residence halls.

The concert-lecture series has brought to the campus in recent years such nationally famous artists and lecturers as Supreme Court Associate Justice William O. Douglas, the St. Louis Symphony, Metropolitan Opera star Eleanor Steber, newspaper columnist Stewart Alsop, poet Ogden Nash, and actor Hans Conried. The 1965-66 series will include appearances by the Roger Wagner Chorale, Saturday Review Poetry Editor John Ciardi, UN correspondent Pauline Frederick, and classical guitarist Alirio Diaz.

The Liberal Arts Festival, initiated in 1959, emphasizes the liberal arts philosophy of education by exploring a vital topic from various areas of knowledge. The festival centers around a theme interpreted by guest lecturers prominent in the field. Students prepare for the festival by studying literature on the topic and by reading books which the guest lecturers have written on the subject.

Recent appearances have been made by actress Agnes Moorhead, political economist Seymour Harris, astronomer Charles Smiley, foreign policy expert Vera M. Dean, philosopher John Wild, and Asian expert Richard Gard. The 1965 festival studied "Technology and Social Change." Speakers included R. Buckminster Fuller, design engineer and inventor of the geodesic dome; Max Lerner, author and newspaper columnist; and philosopher John Wilkinson of the Center for the Study of Democratic Institutions.

The All-College Colloquium is an afternoon discussion program on current topics open to any member of the college family. The program is held weekly in the Student Center and involves a tape-recorded discussion from the Center for the Study of Democratic Institutions followed by group discussion. Student-faculty colloquia are held monthly to examine topics of current interest on the campus.

Design engineer R. Buckminster Fuller, who gave the major address at the 1965 Liberal Arts Festival, explains the theories behind his geodesic dome models.

STUDENT LIFE

Monmouth College prides itself on being a friendly college, with easy intermixing of students from a wide geographic area and with diverse religious and socio-economic backgrounds. The college seeks to stimulate the growth of a democratic, wide-ranging extra-curricular life that will help each student to grow in maturity and gain from his experience of living on the campus. As a residential college of liberal arts, Monmouth stresses student life "outside the classroom" by offering a rich and varied program of co-curricular and extra-curricular activities.

During every college year, students have a wide choice of recreational and cultural events to attend. There are concerts and lectures by world-famous symphonies and authorities, there are no-holds-barred discussion forums, and lively debates between students and faculty members at monthly colloquium meetings. There are ski trips, ice skating parties, and the excitement of cheering on the Monmouth "Fighting Scots" in varsity sports contests with Midwest Conference foes.

Monmouth's Student Center is the focus of student life, with a snack bar, lounge areas, student government and publications offices, bowling lanes, billiards tables, ping-pong tables, student government and publications offices, and a weekly program of special events. Fraternity and sorority programs are part of the total campus life, with many activities sponsored by the Greek groups open to all students. Student government is strongly organized, and nearly 40 other student organizations, large and small, serve special interests, ranging from purely recreational to strictly pre-professional. Student staffs edit the weekly newspaper, yearbook, and literary annual and operate the campus radio station.

RELIGIOUS LIFE

Monmouth College has throughout its history retained its affiliation with the church of its founders, today the United Presbyterian Church, USA. While not attempting to be evangelical and intrude on any student's religious beliefs, the college does accept a responsibility to challenge a student to develop his spiritual dimension as well as his intellect. Many denominations are found in the student body and on the faculty, and various religious groups are encouraged to develop special programs for students of their faith.

Under a program directed by the college chaplain, a monthly church service is held in the college auditorium and a weekly evening chapel service is also open to all students. Attendance is voluntary for both services. The chaplain also provides religious counseling for students of all faiths. Monmouth's religious groups participate in campus and community service projects.

The campus YMCA-YWCA has won several national citations in recent years for its outstanding support of the World University Service program of aid to foreign students.

At various times during the year, leading interpreters of religious thought visit the campus to lead worship services, conduct seminars, lecture in classes, counsel students, and contribute to the students' understanding of their religious heritage.

THE SPORTS PROGRAM

Monmouth recognizes the benefits of a properly administered program of intercollegiate and intramural athletics, and has a diversified program in which all students may participate. Monmouth's varsity teams, the "Fighting Scots," compete in the Midwest Conference with nine other colleges: Beloit, Carleton, Coe, Cornell, Grinnell, Knox, Lawrence, Ripon, and St. Olaf. Competition is held in football, cross-country, basketball, swimming, wrestling, baseball, track, golf, and tennis.

Midwest Conference rules do not permit freshmen to play varsity athletics, so the college has a freshman team in each sport which plays a limited schedule. Some 45 per cent of Monmouth's male enrollment participate with the aggressive, exciting play that marks Monmouth's sports teams.

A far-ranging intramural program is open to all students and offers competition in all varsity sports plus volleyball, bowling, badminton, billiards, archery, handball, soccer, rifle, and the decathalon. Members of physical education faculty supervise all intramural contests.

STUDENT ACTIVITIES AND ORGANIZATIONS

There are some 40 student special interest clubs, honorary organizations, supervisory and service groups, and social fraternities. The special interest clubs range from the American Chemical Society to the Women's Recreation Association; the supervisory organizations include the Student Council, student disciplinary court, student center board of directors, and class officers.

The 15 honorary organizations on the Monmouth campus include Sigma Omicron Mu, upperclass scholastic; Alpha Lambda Delta, freshman women's scholastic; Beta Beta Beta, biology; Eta Sigma Phi, classics; National Collegiate Players, theater; Pi Kappa Delta, forensics; Sigma Tau Delta, creative writing; and Blue Key, service and leadership.

Student staffs, headed by student editors and business managers, who are appointed by the student publications committee, have full charge of the Oracle, weekly campus paper; Ravelings, yearbook; and Piper, literary annual.

There are 11 national Greek Letter fraternities and sororities on the Monmouth campus. Monmouth is the birthplace of the sorority movement, and the Alpha chapters of the nation's first two sororities, Pi Beta Phi and Kappa Kappa Gamma, are maintained on the campus. Each fraternity maintains its own house on the campus, while the sororities have chapter rooms. Sororities on the campus are Alpha Xi Delta, Kappa Delta, Kappa Kappa Gamma, and Pi Beta Phi.

The fraternities are Alpha Tau Omega, Tau Kappa Epsilon, Theta Chi, Sigma Alpha Epsilon, and Sigma Phi Epsilon. About 40 per cent of the college's male students are affiliated with fraternities, about 65 per cent of the women students are members of sororities.

A complete listing of student organizations is included in the *Scots Guide*, a booklet of student information and regulations sent free to all new students early each fall. Participation in student activities is subject to regulation by faculty with a view to protecting scholarship and improving the quality of the extra-curricular program.

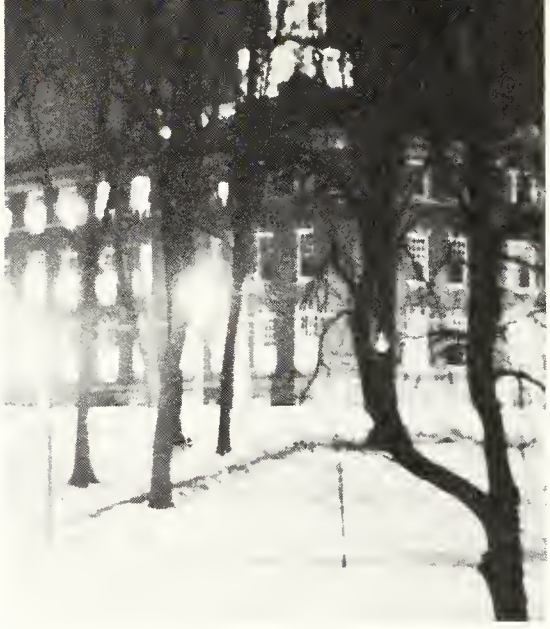
STUDENT SERVICES

The interest of the college in the personal development of its students begins the moment they are admitted. Interviews and comprehensive testing of abilities and interests during orientation week play an important part in helping plan the educational program of each student.

Monmouth's counseling program actually begins the summer before the student enters Monmouth, when a Parent Orientation program is held on the campus for parents of new students. Freshmen and new students arrive ahead of the upperclassmen at the beginning of the school year and, under the guidance of faculty preceptors and selected student leaders, learn about college life. The four-day orientation program not only helps students get acquainted with Monmouth College and its history and traditions, but also aids them in adjusting to the college environment.

Monmouth's office of student aid and placement assists both students and alumni in obtaining employment. The college placement bureau maintains a career library and arranges campus interviews with company personnel recruiters. It also publishes a weekly bulletin listing job opportunities and maintains a file of credentials for graduates. Nearly 30 per cent of the Monmouth student body help finance their way through college by part-time campus employment. These jobs, administered by the office of student aid, are held mainly by upperclassmen. The office also handles scholarships, grants-in-aid, and student loans.

The Student Health Service safeguards the health of Monmouth students while they are on campus. A well-equipped infirmary, under the supervision of two registered nurses, provides hospitalization for minor disabilities. The services of the college physicians are available at the dispensary, which is open to all students for minor illnesses and emergency treatment. Coupled with this is a student insurance plan borne by the college which provides year-round protection, on and off the campus, for physician's services, hospital services and board and room, X-rays and laboratory tests, dental and medical care, and surgery necessitated by injury or illness. A new $3.54 million community hospital now under construction in Monmouth will provide expanded and improved hospitalization and out-patient care.



THE CAMPUS

Monmouth's campus is located in a pleasant residential section of the city of Monmouth and is composed of some 35 buildings centered around Wallace Hall, main classroom building. The campus has been designed to take advantage of Monmouth's residential program, and buildings are arranged so that students can reach any other campus building in a five-minute walk. The campus is only a 10-minute walk from the local theater, shopping center, and public library.

The three men's residence halls are located along the west edge of the campus and four women's residence halls line the east side of the campus, with the Student Center and academic buildings grouped in the central area. The college athletic field and stadium occupy the north end of the campus, with intramural playing fields and tennis courts nearby. Also adjacent to the campus are the chapter houses of the five national fraternities that maintain chapters at Monmouth, three senior women's Honors Houses, and Marshall Hall, where sorority chapter rooms are located. Quinby House, home of the president and his family, is at the northwest corner of the campus.

Monmouth's excellent physical plant is continually being expanded and improved to meet the changing needs of the academic program and the world in which we live. More than $2 million of new construction is currently under way on the campus in 1965-66 alone, and projected plans call for a new science hall, library, and fine arts center in the near future.

Monmouth's newer buildings combine modern living comforts with the stateliness and dignity of existing campus structures. The three new residence halls are designed without interior corridors and feature "cluster groups" of rooms. By eliminating the barren, institutional ar-

rangement common to most campus housing, the new residence halls make students feel they are part of a small group rather than a number in a vast, gray army. The series of small lounges in the new halls provide facilities for the small group discussions which are a valuable part of Monmouth's program of education outside the classroom.

RESIDENCE HALLS

Student residence halls: Fulton Hall, housing 120 men, was built in 1951; Graham Hall, 110 men, 1960; a new men's hall for 188 men was completed in the fall of 1965; James Harper Grier Hall, 100 coeds, 1940; T. H. McMichael Hall, 155 coeds, 1915; Alice B. Winbigler Hall, 100 coeds, 1946. Under construction are a 120-bed women's residence hall and a 120-bed fraternity housing complex. Both will be ready in the fall of 1966.

Other student residence buildings are Honors Houses for senior women adjacent to the campus and the five fraternity chapter houses. The Honors Houses have about 12 coeds each, the fraternity houses have rooms for about 30 students each.

ACADEMIC BUILDINGS

Academic buildings center around Wallace Hall, main classroom building and a Monmouth landmark. Wallace Hall was built in 1909 and contains 22 classrooms, faculty offices, faculty and student lounges, the language laboratory and audio-visual room, and study carrels. J. B. McMichael Science Hall contains lecture rooms and laboratories for biology, botany, chemistry, geology, physics, faculty offices, and science library rooms.

The auditorium houses all major lectures, convocations, and musical and religious events. It seats 750 students and also houses the chaplain's office, a large rehearsal room, and a small room for meditation. Austin Hall, home of the music department, contains several practice rooms, classrooms, record and music libraries, and faculty offices. Among the instruments housed in the hall is a new harpsichord. The college art department recently moved into new quarters on the east side of the campus. The art center contains classrooms, slide viewing rooms, an art library and gallery, studios, a print-making studio, and faculty offices.

The Little Theater is the home of the college drama program and seats about 250, an ideal size for a college theater in that it provides a three-day run for most major productions and still is small enough to use for studio productions. The Teacher Preparation Center houses several thousand volumes for student teachers, as well as teaching materials, seminar rooms, faculty offices, and headquarters for the college's student teaching program.

THE LIBRARY

Monmouth's library is one of the busiest buildings on the campus. The college's determination to keep the library abreast of the knowledge explosion is reflected in the fact that the library was ranked first among Illinois coeducational liberal arts colleges in the addition of volumes to its collection in 1962-63. In the past 13 years, Monmouth's library holdings have increased from 62,600 volumes in 1952 to nearly 90,000 volumes today.

The library's collection has been chosen especially to suit the needs of an undergraduate liberal arts program. Approximately 6,000 volumes are selected each year by faculty members and the library staff to provide for new courses, include recently published works of importance, and enrich the collection. More than 700 American and foreign periodicals are currently received, and the library is a selective depository for government documents. Other materials include phonorecords, microfilm, and pamphlets. Under a federal regulation, the library also receives selected periodicals, manuscripts, and books from the Middle East.

The library also services the private collection of Commander and Mrs. G. E. Boone of Monmouth, which has been made available to the college's East Asian Studies program. The collection of oriental art and literature contains items ranging from early to modern from China, Japan, Korea, Tibet, and parts of Southeast Asia. The artifacts are certified as to age, type, structure, and workmanship and illustrate manners and customs as well as arts and crafts over several periods of history. The collection has been rated as "one of the very best and most useful teaching collections in the country."

The library is open 94 hours a week and professional instruction and assistance in using it is available at all times. In cooperation with the English department, students enrolled in freshman English classes receive special instruction in use of the library. Through a cooperative program with the Warren County Public Library in Monmouth, the more than 50,000 volumes in its building on the city square are available to Monmouth students without charge.

This new attractive men's hall, which houses 188 upperclassmen, was built in 1965.

A unique "cluster group" women's residence hall, built on three levels, will be ready for occupancy by 120 junior and senior women in the fall of 1966.

ATHLETIC FACILITIES

The college gymnasium, completed in 1925, is the central building for Monmouth's diversified athletics and physical education program. Waid Gymnasium includes a basketball floor, swimming pool, cinder track, firing range, handball courts, locker-room and shower facilities, faculty offices, classrooms, and exercise room. Dressing rooms and training rooms for the football and wrestling teams are located in a building on the east side of the campus. Adjacent to the gymnasium is the 10-acre athletic field with facilities for baseball, football, track, archery, tennis, and intramural sports.

QUINBY HOUSE

Quinby House, an historic landmark that has been the home of the Ivory Quinby family for three generations, is the official residence of the president of the college. The stately two-story structure was given to the college in the summer of 1965, perpetuating a century-old relationship between a pioneer Monmouth family and the college. The present Ivory Quinby and his father and grandfather, each of whom bore the same name, have represented the family on the college board almost continuously since Monmouth was founded in 1853.

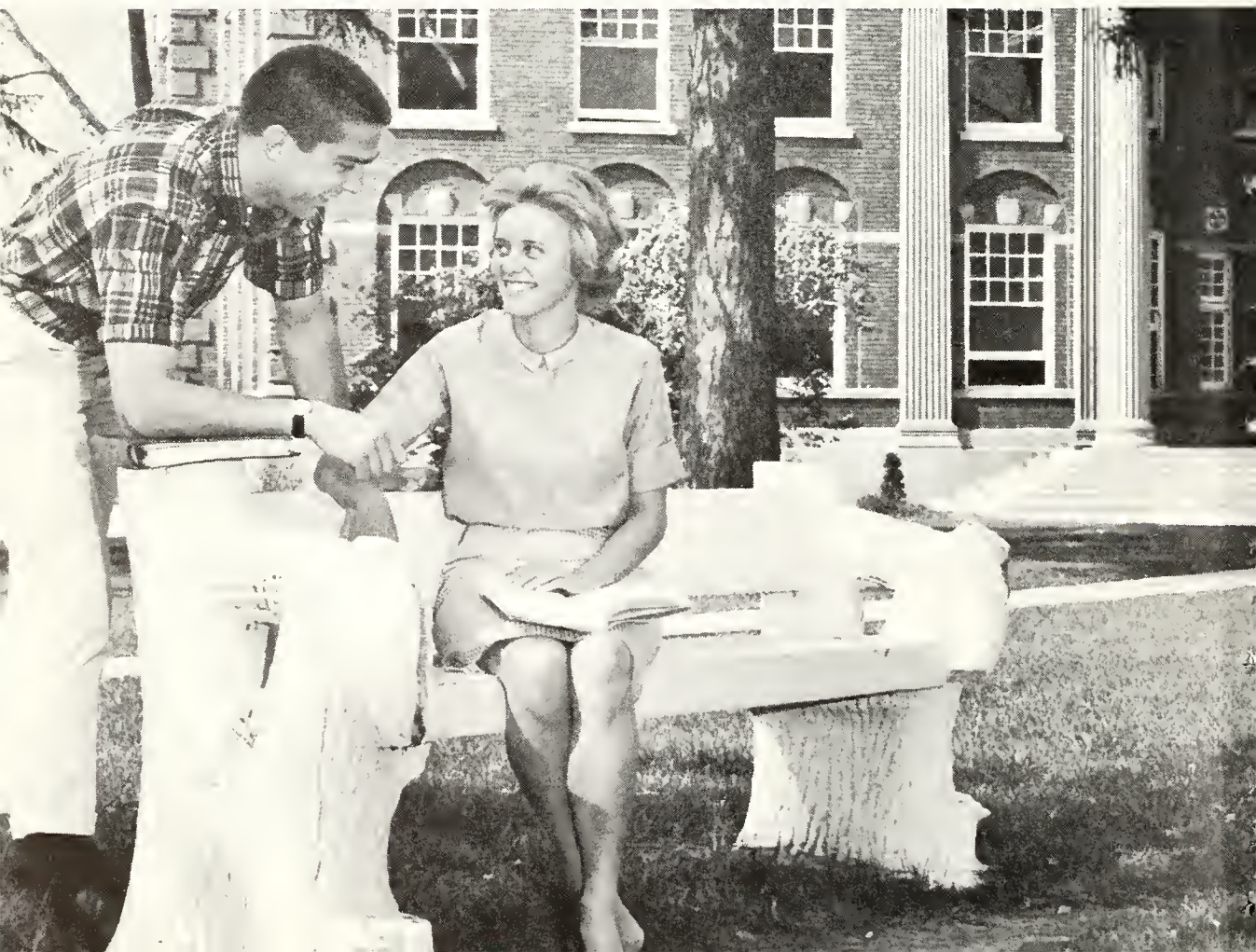
The leadership of three generations of the Quinby family in the affairs of the college has been commemorated by naming the new presidential residence "Quinby House."

STUDENT CENTER

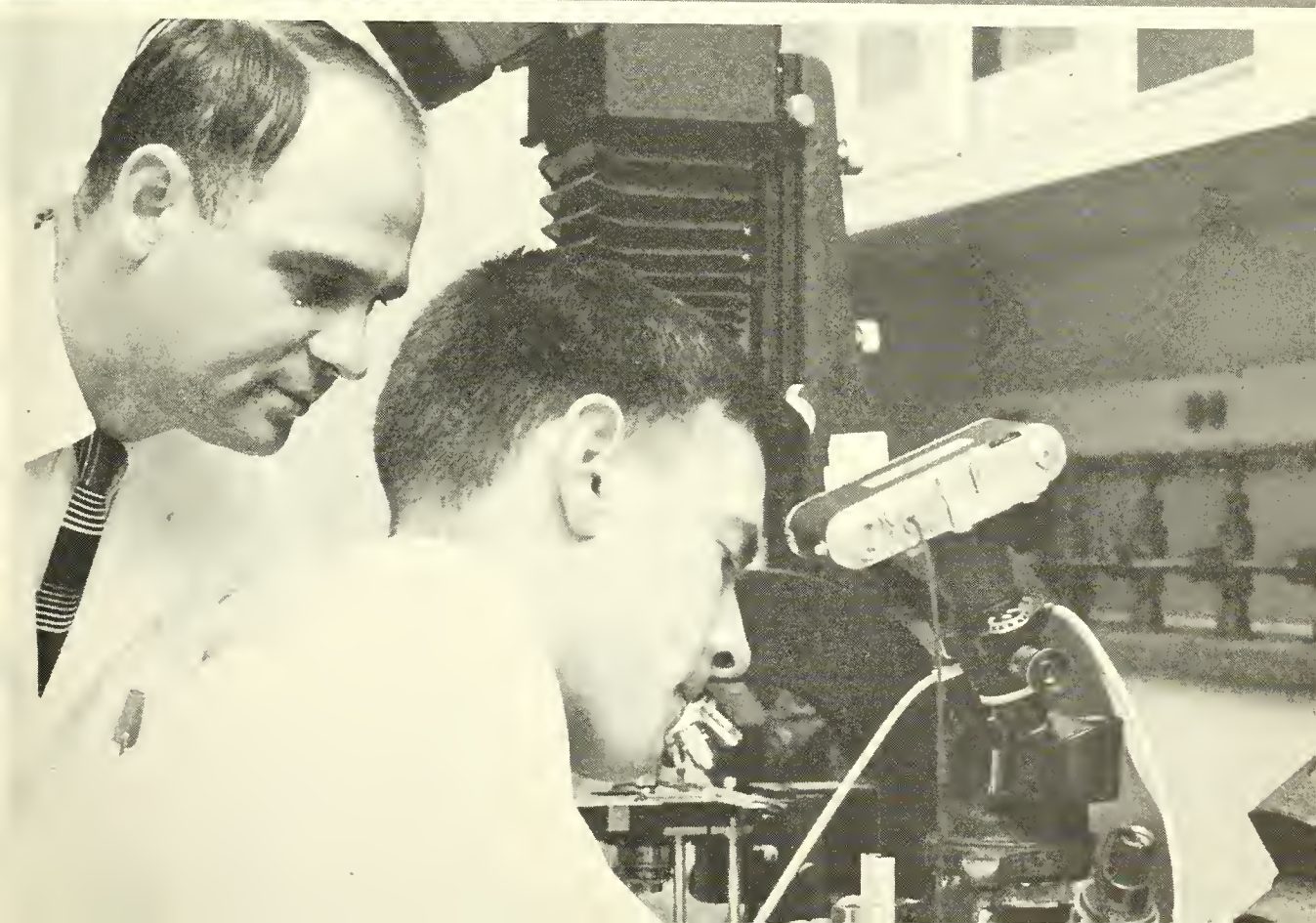
The modern Student Center serves as the "living room" for the campus, housing the college bookstore, dining hall, post office, music and game rooms, bowling alleys, private dining rooms, conference rooms, radio station, snack bar, student lounge, ballroom, campus switchboard, music room, television room, and student government and student publication offices. The food service at the center serves more than one-half million meals per year, including dinners for about 5,000 campus guests.

Student Center programs include a foreign films series, photography contest, talent exchange with other colleges, jazz concerts, first aid and dancing lessons, chess, checkers, bridge and billiards tournaments, open houses and formal dances, ice skating, bowling, cultural and educational exhibits, guides for campus guests, bicycle rental, the annual Scotolympics, and the fall Powder Puff football game between coed teams.

More than 80 students serve on the committees which operate the center and a 12-member student board of directors serves as an advisory group for program activities, services, and long-range planning. The Student Center is located in the heart of the campus and was built in 1963.



SPECIAL STUDY PROGRAMS AND CAREER PREPARATION



SPECIAL STUDY PROGRAMS AND CAREER PREPARATION

SPECIAL STUDY PROGRAMS

Monmouth College offers 17 special study programs for students interested in exploring a field or a topic in depth. These programs enrich and broaden the campus atmosphere, bringing back to the campus each year a steady stream of students whose participation in off-campus programs has enlarged their academic horizons. The programs, most of them involving off-campus study, are offered in a variety of academic fields—from Asian studies to zoology—and are carried out in geographic areas ranging from Japan, Central America, and Liberia to Washington, D.C., and the Quetico-Superior wilderness in this country. Most of them carry full credit and nearly all are open only to juniors and seniors.

Argonne National Laboratory Program

Selected students and faculty members in biology, chemistry, mathematics, and physics do special study and research each semester under this cooperative program with Argonne National Laboratory. Argonne, located 25 miles southwest of Chicago, is one of the world's foremost centers for research in the peaceful uses of atomic energy. In campus-like surroundings, more than 1,200 scientists work in 15 major laboratories.

Students serve as paid research assistants to Argonne scientists and, in addition to their research work, participate in seminars in their major fields and an interdisciplinary seminar directed by faculty members from the Associated Colleges of the Midwest. The program, es-

Monmouth Washington Semester students pose with a Congressman on Capitol Hill.

tablished by Monmouth and the nine other Associated Colleges of the Midwest institutions, is directed by faculty members from the ACM colleges and has been adapted to the three-term, three-course curriculum.

Central American Field Studies

Central America offers a unique opportunity to study a variety of tropical environments within a limited geographical area. In this program sponsored by Monmouth and the other Associated Colleges of the Midwest institutions, students of biology, geology, geography, anthropology, sociology, and economics spend six months to a year studying man's adaptation to the tropics. Central American universities cooperate with the ACM in the program, which emphasizes field studies and seminar reports. Headquarters for the program are in San Jose, Costa Rica.

Critical Languages

Through this program, students at Monmouth and 31 other selected colleges and universities may attend Princeton University for instruction in Arabic, Chinese, Japanese, Persian, Russian, and Turkish languages and related regional studies in the social sciences and humanities. Undergraduates are admitted to Princeton at the end of their sophomore year for one or two years of instruction and normally will return to Monmouth as seniors to complete their undergraduate education.

Cuttington College

Cuttington College is a small liberal arts college located about 150 miles from the coast in the central province of Liberia, West Africa. A private institution, it is the only example of an American-type liberal arts college in Africa south of the Sahara. The student body includes students from many African countries.

The Associated Colleges of the Midwest has organized a program with Cuttington College which provides research and teaching opportunities for faculty members and graduates of Monmouth and the other ACM colleges. Purpose of the program is to contribute to higher education in Africa and promote African studies in the ACM colleges.

East Asian Studies

The Monmouth College Board of Directors authorized the establishment of this distinctive non-Western studies program in the fall of 1963. The program is an interdisciplinary one designed to enrich the entire college curriculum and broaden the range of non-Western studies

available to all students. It also will be of value to the student planning a career in business, foreign missions, or government service. Four Asian professors and several other speakers will visit the campus this year under the sponsorship of East Asian Studies.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the college by its owners, Commander and Mrs. G. E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1,000 art objects.

Engineering Binary Programs

Monmouth College is one of a group of well-known liberal arts colleges affiliated with New York University and Case Institute of Technology in a joint five-year program of engineering education. The plan calls for a three-year program of liberal arts study at Monmouth followed by two years of engineering work at Case or New York University. On completion of the five-year program, the student will receive degrees from Monmouth and the engineering school. Similar arrangements can be made with Illinois Institute of Technology and the University of Illinois.

Experiment in International Living

Independent study in Europe is available under a program sponsored jointly by Monmouth College and the Experiment in International Living, a non-profit, non-sectarian organization which places students as guest members of families in foreign countries. Under this program, students may receive academic credit for independent study and travel by special arrangement. A faculty committee coordinates the program on the Monmouth campus.

High School Senior's Honors Program

Now in its second year, a cooperative experimental program with Monmouth high school permits a limited number of highly qualified high school seniors to take a course for college credit.

Under the ACM Urban Education program, Monmouth's student teachers learn the problems and potentials of teaching in a metropolitan public school system.

Junior Year Abroad

Monmouth College participates in a variety of programs offering foreign study during the junior year. The Junior Year Abroad program of the United Presbyterian Church provides for study in any of a dozen countries around the world, and several Monmouth students participate in this program every year. The Modern Foreign Language Department has an exchange agreement with the University of the Americas in Mexico City and Universite Laval, Quebec, which offers full-tuition stipends for one term. Other programs with a variety of foreign study centers can be arranged through the faculty foreign study committee.

Master of Arts

Monmouth College, in cooperation with the University of Chicago, offers a program in teacher education under which the prospective teacher can earn both the bachelor's and Master of Arts degree in five years. The program gives the student a strong background in the liberal arts, a thorough grasp of subject matter in his teaching field, and skill in teaching. Fellowships for the fifth year of the program are available under a Ford Foundation grant.

Newberry Humanities Seminar

The Newberry Library in Chicago is one of the nation's leading research libraries in the humanities. It has outstanding collections in history and literature. Students from Monmouth and the nine other Associated Colleges of the Midwest who are interested in careers in college teaching have an opportunity to participate in the Newberry Library Seminar in the Humanities.

The seminar brings together outstanding university scholars, ACM faculty members, university graduate students, and ACM undergraduates. Monmouth students in the program will spend a term at the library in independent study projects approved by their colleges and will join the scholars at the library in a program of lectures and seminars.

Nursing

Monmouth has a nursing program in cooperation with Wesley Memorial Hospital in Chicago. Candidates for the program spend three academic years on the Monmouth campus, earning a grade-point average of 2.5 or higher in their field of concentration and meeting all graduation requirements except the senior residence requirement. After completing their three years at Monmouth, the students enter the school of nursing at Wesley for 36 months. At the end of this time,

the student will receive the R.N. degree from the hospital and the B.A. from Monmouth.

Wesley, a 700-bed hospital, is fully accredited. Its school of nursing is approved by the Illinois department of registration and education and the National Nursing Accrediting Service. Instruction is given at Wesley and in the laboratories and classrooms of the Northwestern University Medical School.

Student Conferences

Each year five Monmouth students represent the college at a student conference sponsored by Monmouth and the other ACM institutions. The meetings, held at such centers as "Wingspread," the conference center of the Johnson Foundation at Racine, Wis., provide an opportunity for students to devote two or three days to exploring a topic in depth. Recent topics have been "Goals for Americans," "The Population Dilemma," and "A Warless World."

Students prepare for the discussions by reading assigned materials. They meet with distinguished scholars, exchange views with their counterparts at other institutions, and participate in preparation of a conference report summarizing their views.

Tamagawa in the USA

"Tamagawa in the USA" is a new educational and cultural exchange program between Monmouth College and Tamagawa Gakuen, a Japanese grammar school, high school, and university complex in suburban Tokyo. The program, an outgrowth of the college's East Asian Studies program, brought 34 Japanese students to the Monmouth campus to learn the English language in the summer of 1965.

The program is the first of its type to involve students from one school class in an intensive group instructional program. It has developed a new text series for teaching English as a foreign language. Three Monmouth College students will be studying in Japan next fall under the program.

Urban Education

The Urban Education program provides an unusual opportunity for Monmouth students planning careers as teachers in metropolitan areas. Sponsored by the Chicago Public Schools, the University of Chicago, and the Associated Colleges of the Midwest, the program offers student teaching experience in Chicago public schools.

The 16-week teaching portion includes two experiences in contrasting school situations, a seminar in urban education, and a seminar in urban sociology. Students and ACM faculty members appointed to the program live together in a "house" system. Twenty-five students are chosen annually for the full-credit course.

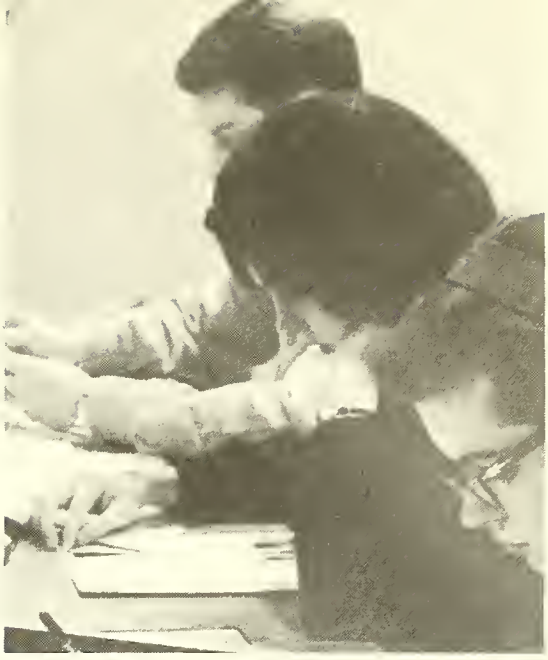
Washington Semester

Students who have demonstrated exceptional academic ability are selected as candidates for this program. The study program at American University in Washington, D.C., is designed to bring superior students into contact with source materials and government institutions at the nation's capital.

In addition to regular study and a research project, students participate in the Washington Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. This program, which runs from January to June, also carries full credit.

Wilderness Field Station

This five-week, full-credit summer course in the Quetico-Superior region is open to outstanding biology and geology students. Situated near the Wilderness Research Center, the field station uses the resources of the center and emphasizes field studies and individual projects. Four faculty members from the Associated Colleges of the Midwest institutions conduct the course. The program, sponsored by Monmouth and the other ACM colleges, is open to 20 students annually.



CAREER PREPARATION

It is generally conceded that a liberal arts education provides the best foundation for professional and graduate study. The Monmouth program not only allows the student to concentrate in a field closely related to his interest, but also offers him an opportunity to secure a broad, general education.

Most graduate and professional schools now discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal arts education as a preparation for advanced study. A student who enters Monmouth with a well-defined career interest is referred to a faculty-member specially qualified to advise students in this field. The following comments will be helpful to students who plan careers which require advanced study.

Dentistry.

See Medicine below.

Engineering.

See Mathematics Department under Courses of Instruction.

Journalism

After receiving a B.A. degree, students can usually obtain an M.A. in journalism after one year in a professional school. Most newspaper and magazine editors prefer to employ beginners with experience on college publications and a broad liberal arts background. Students interested in journalism careers usually concentrate in English, social sciences, or psychology. The weekly campus newspaper, the Oracle;

the literary magazine, the Piper; the yearbook, the Ravelings, and the campus radio station, WFS, offer ample opportunity for students to gain practical experience.

Law

The major field for a student planning to enter law school is immaterial. In accordance with a statement of policy from the Association of American Law Schools, pre-legal education at Monmouth is "education for comprehension and expression in words, for critical understanding of human institutions and values, and for creative power in thinking . . . The development of these fundamental capacities is not the monopoly of any one subject-matter area, department or division."

Social sciences, Latin, philosophy, and psychology are recommended for inclusion in the student's undergraduate work. The college pre-law club meets regularly to hear representatives from law schools and discuss current trends in the field.

Library Science

After receiving the B.A. degree, students may qualify for a library degree with one year of training in a professional school. Business and industry have opened new fields in specialized library work for students with scientific training. There are opportunities for students with an interest in library science to work in the college library.

Special education is part of the Urban Education program in Chicago's schools. Here a Monmouth student works with deaf and dumb children at the modern Bell School.

Medicine

Although most students who plan to enter medicine or dentistry major in biology or chemistry, a major in any field is acceptable to most medical or dental schools providing certain basic science courses are included. Biology majors fulfilling the departmental requirements automatically meet entrance requirements for most graduate schools. In addition to college graduation requirements, biology majors are required to take Biology 101 and 102, 305, to take College Biology 101 and 102, Comparative Vertebrate Anatomy, Embryology, Physiology, Seminar and Experimental Biology or Research. In related fields of chemistry and physics, biology majors must take Introductory Chemistry, Introduction to Analytical Chemistry, Organic Chemistry, Electrolytic Equilibrium, and General Physics.

In order to handle the mathematical concepts in the chemistry and physics courses listed above, the student needs to have had the equivalent of mathematics through calculus. Each student's program is an individual matter, carefully planned by the department staff so that the student may take full advantage of every area of study which may be helpful to him.

Medical Technology

Under a program similar to that for medicine and dentistry, students may major in any field providing certain basic course requirements are met. Generally, a B.A. degree with a major in biology or chemistry is taken. A fifth year at a professional school and successful completion of the registry examination will lead to the certificate in medical technology.

Ministry

The American Association of Theological Schools recommends a broad liberal arts background as the best preparation for the modern ministry. Concentration in philosophy, religion, history, English, sociology, or psychology is acceptable and some knowledge of Greek is a valuable asset. Monmouth's program for training of church education assistants is approved by the United Presbyterian Church Joint Committee of Nine.

The committee notes that the program "has value for students of other communions who are preparing for service in the field of Christian education." The program includes general liberal arts requirements in humanities, social sciences, physical sciences and mathematics and 14 term courses in education, psychology, religion and music.

Teaching

Approximately one-third of Monmouth's graduates enter careers as elementary school, high school, or college teachers. See Education Department under Courses of Instruction.

Other Careers

Monmouth also provides undergraduate training for careers in foreign service, optometry, physical therapy, occupational therapy, secretarial positions, social work, veterinarian medicine, and business.

THE ACADEMIC PROGRAM

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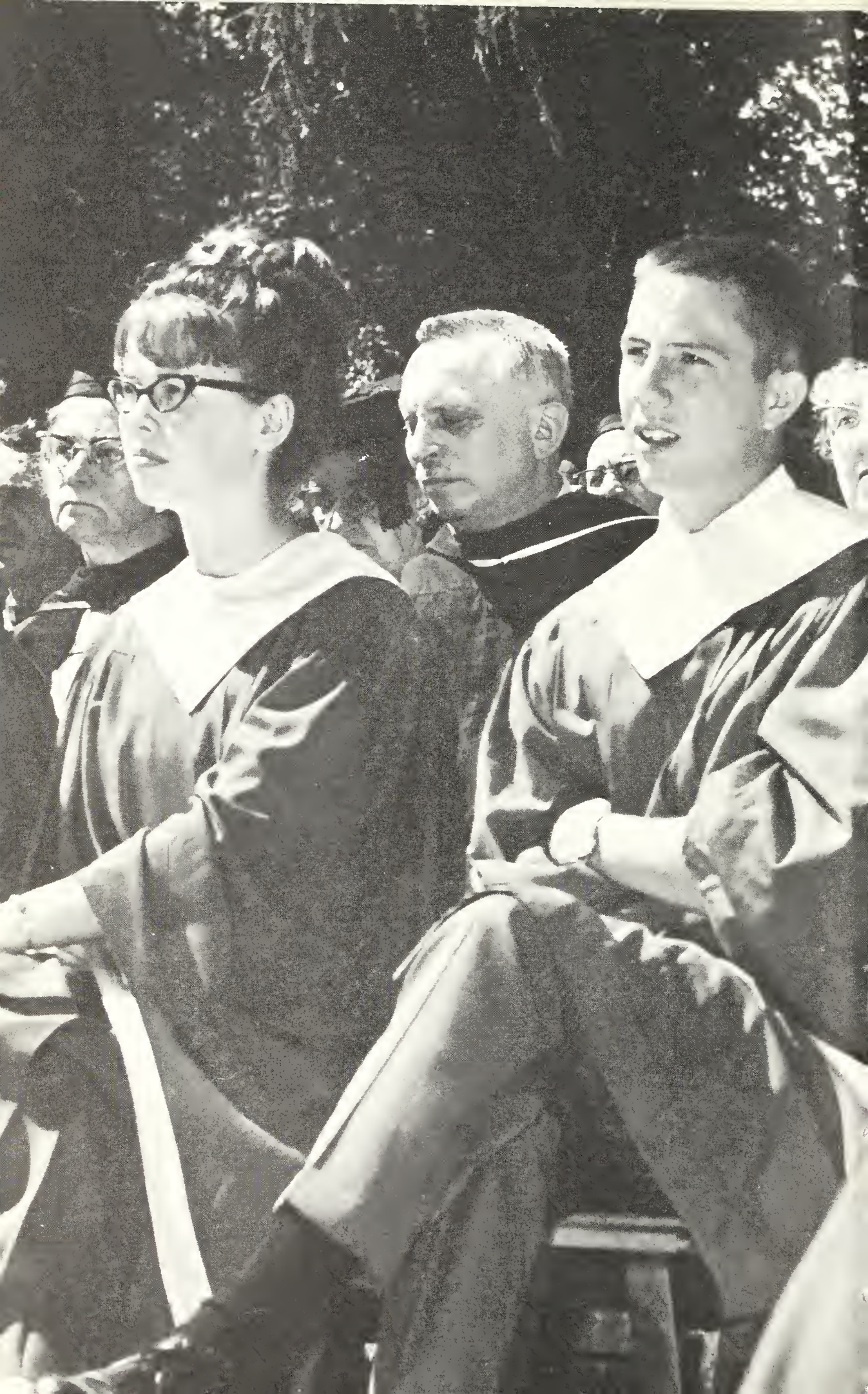

THE ACADEMIC PROGRAM

Monmouth College uses all of its resources, personal and financial and physical, to develop and maintain a program of undergraduate education of the highest possible quality for a student body of about 1,200. The curriculum, structured around the three-term, three-course program, is intended to expose the student to the main areas of human knowledge and experience, and to give to each student the opportunity to do advanced work.

Advanced instruction at Monmouth College is highly individualized. Most, if not all, of a student's advanced work is taken in small classes, seminars, and independent study. One of the primary concerns of the college is to give to each student who develops a serious and mature interest the opportunity to go as far as he is capable of going in the field of his choice.

Although the work of the college is not organized primarily to produce candidates for graduate school, one important result of the college's program has been its outstanding national record in the production of students who have done distinguished work at the graduate level.

During the past few years many young and vigorous teacher-scholars have been added to the Monmouth faculty. Two-thirds of the faculty already hold the Ph.D. degree, and many others are making substantial progress toward it. The college has never had a "publish or perish" policy, and the primary emphasis has always been on teaching. Yet, during the past decade the scholarly production of the faculty compares favorably in proportion to its size with that of the great universities of the nation.

The three-term, three-course curriculum, adopted by the college in the fall of 1962, has given new strength and depth to the educational program. The "three-three" divides the academic year into three terms of 11 weeks each, rather than the traditional two 15-week semesters. Terms end at the natural dividing points of Christmas and the months of March and June. Students normally take only three courses per term, or a maximum of 11 per year. Thirty-six term courses are required for graduation, with freshmen and sophomores required to take physical education each term without credit.

The shift to the "three-three" was prompted by research that revealed students learn more readily when they carry fewer, more concentrated courses for shorter periods of time. Seminars, independent study, and other individualized courses are emphasized under this program. Advanced placement, credit by examination, and a comprehensive reading program are other features of the new curriculum.

REQUIREMENTS FOR GRADUATION

The only degree offered by Monmouth is the Bachelor of Arts. Requirements for this degree are designed to encourage the student to explore the major areas of the liberal arts and undertake a more intensive study in his field of concentration. Beyond this, he selects courses that serve his personal goals and interests.

Students qualify for the B.A. by earning a grade-point average of 2.0 (C) or better in a total of 36 term courses, by taking 14 term courses in specified divisions, by completing satisfactory work in physical education, by receiving a passing grade in the senior comprehensive examination, and by completing the requirements of the independent reading program.

Also, students must select a field of concentration with either a departmental major (a minimum of seven term courses in the major department and five term courses in related fields) or a topical major (a minimum of 12 term courses united by a common theme approved by the curriculum committee). The student must earn a grade-point average of 2.0 or higher for all courses in the field of concentration.

Finally, the senior year must be spent in residence at Monmouth College and all students must pass a swimming test or receive credit for a swimming course.

DISTRIBUTION REQUIREMENTS

The distribution requirements are intended to help the student acquire a broad liberal arts education and discover his aptitudes and interests. These requirements, usually fulfilled in the first two years, help the student become familiar with the experimental method, the method of

empirical generalization, language, and the method of formal analysis. Students may satisfy any of the distribution requirements by passing an examination covering the work in the required courses.

For transfer students, some special arrangements may be made regarding the date at which the requirements of the first two years may be completed. Usually, this is during the transfer student's first year at Monmouth.

No course, except a second-year foreign language course, may be used to satisfy both distribution and concentration requirements.

Distribution Requirements

HUMANITIES: NINE TERM COURSES

Art, Music, or Theater Arts (Speech): one term course
English: two term courses
English (literature), History or Philosophy: two term courses from separate fields
Foreign Language: two term courses beyond 101 and 102
Religion or Bible: one term course
Speech: one term course

SOCIAL SCIENCES: TWO TERM COURSES

Economics, Government, Psychology, or Sociology: two term courses in separate fields

NATURAL SCIENCES AND MATHEMATICS: THREE TERM COURSES

Biology, Chemistry, Geology, Physics, or Mathematics: three term courses, including a sequence of two term courses in a laboratory science

PHYSICAL EDUCATION

Freshmen and sophomores are required to complete satisfactory work in physical education unless excused by the director of the college health service for medical reasons. A proficiency rating for each term course will be given.

FIELD OF CONCENTRATION

A field of concentration consists of a departmental major and related courses or a topical major. Students must earn a grade-point average of 2.0 (C) or better in all courses in the field of concentration.

DEPARTMENTAL MAJOR

A departmental major consists of at least seven term courses in the major department and at least five term courses in related fields chosen from those specified by the major department. Work in the field of concentration during the junior and senior years will include some

form of individualized study. Each student must give positive evidence of competence in his field of concentration by means of a comprehensive examination.

TOPICAL MAJOR

A topical major consists of at least 12 term courses chosen from different departments as a group of studies linked together by a special theme or field of interest. The program for the topical major must be approved by the curriculum committee and will be under the direction of an adviser appointed by that committee.

Work in the field of concentration during the junior and senior years shall include some form of individualized study. Each student must give positive evidence of competence in his field of concentration by means of a comprehensive examination.

SENIOR COMPREHENSIVE EXAMINATION

Each candidate for the Bachelor of Arts degree must pass a comprehensive examination in his field of concentration or prepare a senior thesis. Students in special programs approved by the faculty, such as those in engineering and nursing, may be excepted.

The senior comprehensive examination includes a Graduate Record examination and a written essay. An oral examination may also be added at the discretion of the student's major department.

The Graduate Record examination, or a similar standardized examination approved by the curriculum committee, will be taken during the senior year. In fields where no such examinations exist, this requirement is waived. The written essay examination will last at least four hours and will include questions which require a comprehensive grasp of the problems of the field.

W. Willard Wirtz, Secretary of Labor, is interviewed following the 1964 Commencement address.

The oral examination, which is optional at the discretion of the student's major department, will be conducted by a committee composed of at least one faculty representative from the candidate's major field and one from his related field. The representative or representatives from the major field will be chosen by the head of the department and the representative from the related field will be chosen by the candidate. No more than three candidates will be examined at one time.

The written essay examination and oral examination must be taken during the last two terms of the candidate's residence as a regular student. The examination will be judged as a whole and will be graded Honor, Pass, or Fail. A grade of Pass is required for graduation; a grade of Honor is required for honors at graduation. A candidate who fails the examination may apply for one re-examination to be taken three months to one year after he took the original examination. A second failure is final.

SENIOR THESIS

In lieu of the written essay examination or oral examination, a senior thesis in the major field may be written. This is at the discretion of the department and is open only to candidates who have done superior work in their major field. This option does not preclude an oral examination over the thesis and related topics. A senior thesis and the Graduate Record examination may constitute the student's senior comprehensive examination and will be graded Honor, Pass, or Fail.

INDEPENDENT READING PROGRAM

All students are required to pursue a program of independent reading during their years at Monmouth College. The reading program is divided into two parts, a general reading program which covers the freshman year and a comprehensive reading program which covers the sophomore, junior, and senior years.

The general reading program is designed to give freshman students a lively acquaintance with broadly-selected writings which are of great significance to the educated person and his world. It also introduces the student to new fields of study he might not otherwise investigate and underscores the emphasis Monmouth places on individual study.

The general reading program is administered by a committee of the faculty which draws on suggestions from the entire faculty in compiling the list of books for the program. Freshman and transfer students must read three volumes selected by a committee of faculty members. One of these selections is to be read during the summer prior to the student's arrival on the campus; the second selection will be read during the first term, and the third book will be read during the

second term. A written examination will be administered on the first day of the first term for the summer book. There will be several optional discussions of the second and third term books. Students will be examined on these books at the beginning of the second and third terms. Satisfactory performance in the general reading program is required for sophomore standing.

COMPREHENSIVE READING PROGRAM

The comprehensive reading program is administered by each department to students majoring in it and includes selected writings related to the student's field of concentration. The purpose of the program is to give students a first-hand knowledge of selected works in their field and add a deeper dimension to their studies. Material covering the comprehensive reading program is included in the senior comprehensive examination.

SEMINARS AND INDIVIDUAL STUDY

Monmouth College requires some form of individualized study by each student during the junior or senior years. To enable its students to demonstrate their intellectual capacity and fulfill their academic potential, Monmouth College believes they should have a substantial opportunity to work independently on chosen projects. Individual study can be either independent study—individual work under faculty supervision—or off-campus and foreign study of an independent or semi-independent nature. The essential element is that the focus is on the individual rather than the group. Every academic department has a departmental seminar program in the major field for the junior and senior years.

The inclusion of seminars and individualized study introduces greater flexibility into the academic program, enhances the effectiveness of the "three-term, three-course" curriculum, and reflects the deeper purposes of a liberal arts education.

ACADEMIC REGULATIONS

ATTENDANCE

At Monmouth College, responsibility for class attendance is placed upon the student except as this is limited by the regulations which follow:

1. Courses of study at Monmouth College are planned and organized upon the assumption that the student will be in regular attendance. The student is responsible for all work covered in the course, including lectures, class discussions, assignments of any kind and all examinations. However, students need not make application to have absences excused and need not make any explanation of class absences.
2. Freshmen will be permitted no voluntary absences during the first term. During the second and third term, this will apply only to freshmen who failed to earn a grade-point average of at least 2.0. All unexcused absences for freshmen who are not permitted to have voluntary absences must be explained to the personnel dean concerned no later than 24 hours after the student returns to class.
3. Attendance is required at the last meeting of a class before, and at the first meeting of a class after, a college vacation. Students who have urgent reasons for absences immediately before or after vacations may be excused by the registrar. Students with unexcused class absences on these days will be charged a $10 fee for each class missed.
4. A student whose record in a course is suffering because of frequent absences may be required by his instructor or the academic dean to give up the privileges of these regulations and, during the re-

mainder of the term, explain all absences. This action may be taken at any time during a term.

CONVOCATIONS AND CHAPELS

Worship services are held the first Sunday of every month in the college auditorium at 11 a.m. Attendance is voluntary. Evening worship services are held every other week in the chapel. The services are about one half-hour in duration and attendance is again voluntary.

Because of the various religious denominations represented in Monmouth's student body, all sectarian groups are urged to develop careful programs of religious activities and college facilities will be made available to them in accordance with established procedures.

Evening convocations of a secular nature are held nine times each term. The first convocation of each term is an honors convocation, and no convocation will be scheduled in the last week of the term. Attendance at convocations is voluntary.

REGISTRATION

In May of each year, students register in advance for all three terms of the next academic year. New students, consulting with the personnel dean concerned, will choose their courses during the summer preceding their entrance to Monmouth.

All changes in registration require written permission of the course instructor and the student's adviser. A fee of $5 is charged for each course change made after the first week of classes. No student may add a course after the first week of classes and any course dropped after the second week of classes will incur a grade of F except for cases of illness or other circumstances beyond the control of the student.

Normally, students will register for three full courses each term. A full term course normally meets four times weekly for 50-minute periods, exclusive of laboratory sessions. All courses are regarded as term courses with the exception of fractional courses in studio art, applied music, and dramatics.

Students may register for 10 courses during the regular academic year with the approval of their academic adviser. In this case, students are permitted to register for a fourth full course during one term of the academic year if no fractional courses are taken during that term and if a 3.0 (B) or better grade average has been achieved in the two preceding terms.

Students who achieve a 3.0 (B) or better grade average during the preceding two terms may register for more than 10 courses during an academic year with the permission of the academic dean and their academic adviser. In no case is a student permitted to register for

more than four courses in any term or more than 11 courses, including fractional courses, during the year.

GRADES

Academic work is graded at Monmouth College as follows:

A
B
C+
C
D
F Failure
I Incomplete (Grade Deferred)
In Progress
W Withdrawal
W-F Failure because of withdrawal

The I (Incomplete) grade signifies that work in the course is incomplete due to illness or circumstances beyond the control of the student or that the instructor feels further evaluation is needed to determine the grade. Unless the I is removed by the seventh week of the next term, the grade automatically becomes an F (Failure).

In seminars and other independent study courses where the work of the course cannot be completed in one term, the grade In Progress is given. The grade is not used in calculating the grade-point average.

The appropriate letter grade will be given on completion of the work, which will be not later than the end of the next term.

The W (Withdrawal) grade is given in the first two weeks of the term when the student withdraws from a course with the approval of the instructor involved, the student's adviser, and the academic dean. This grade will not be recorded after the end of the first two weeks of classes, except for illness or circumstances beyond the control of the student.

A student who is dismissed for disciplinary reasons will be given a grade of W-F (Withdrawal-Failure). No refunds apply to such cases and transcripts will show that the student has been dismissed for disciplinary reasons.

A student who is suspended for disciplinary reasons is considered to be an enrolled student and will be given a grade of F in cases where the work of the course has not been completed prior to the suspension. No refunds apply in such cases. Transcripts issued after the suspension period has been completed will make no reference to the penalty. Suspension will be for at least the remainder of the academic term in which the action was taken.

GRADE-POINT AVERAGE

All students in a class are ranked according to their work. Each teacher determines the rank of his own students in his own way. The following grades are used:

A = 4 grade-points per term course
B = 3 grade-points per term course
C+ = 2.5 grade-points per term course
C = 2 grade-points per term course
D = 1 grade-point per term course

The term "average" is determined by dividing the total grade-points earned during the term by the number of term courses taken. The cumulative average is the total of all grade-points earned, divided by the total number of term courses taken.

ACADEMIC PROBATION

A student who fails to earn a grade-point average of at least 1.6 is placed on academic probation for the following term. The student may remove himself from probation by earning at least a 1.6 grade-point average during the term he is on probation and by satisfying the cumulative grade-point average requirement.

A student who is on probation for the first time and fails to remove himself from probation at the end of that term may be required to withdraw from the college for at least one term. The academic dean, in consultation with the scholarship and admissions committee, determines whether or not withdrawal will be required.

A student who has been placed on probation a second time and has failed to remove himself from probation by the end of that term will be requested to withdraw from the college for one academic year.

CUMULATIVE GRADE-POINT

A student with one through six term courses whose cumulative grade-point average is less than 1.6 is placed on probation. A student with seven through 18 term courses whose cumulative average is less than 1.8 is placed on probation. A student with more than 18 term courses whose cumulative average is less than 2.0 is placed on probation. The cumulative average is based on all credit courses in which the student has been enrolled.

CLASSIFICATION

Students are classified on the basis of the progress they make toward course credits for graduation. A student who has nine term courses of college credit and a grade-point average of 1.8 is classified as a sophomore; 18 term courses and a grade-point average of 2.0, a junior; 27 term courses and a grade-point average of 2.0, a senior.

DEGREES

Candidates for the Bachelor of Arts degree must make a formal application to the registrar one year in advance of their expected graduation. The course work may be completed at the close of any term, but the formal Commencement convocation will be held in June. The senior year must be spent in residence at Monmouth College.

HONORS AT GRADUATION

Honors at graduation are either *summa cum laude*, *magna cum laude* or *cum laude*. The student is ranked upon his own merit, not upon comparative standing. To be eligible for honors at graduation a student must have been in residence at least six terms and have achieved a grade of Honor in the comprehensive examination. To be eligible for honors *summa cum laude* the grade-point average for the work taken in residence must be 3.9 or higher. To be eligible for honors *magna cum laude*, the grade-point average for the work taken in residence must be 3.75 or higher. To be eligible for honors *cum laude*, the grade-point average for the work taken in residence must be 3.5 or higher.

CREDIT BY EXAMINATION

Students may secure course credit by passing an examination administered by the department concerned and sufficiently comprehensive to prove mastery of the course. Such credit may not be used to void necessary admission units. Prior approval to take such an examination must be secured from the instructor administering the examination, the department head, the student's adviser, and the academic dean. The fee for this special examination is $25.

OTHER REGULATIONS

The college expects its students to conduct themselves as responsible members of an academic community. Those who persistently refuse to respect the regulations of the institution will not be permitted to remain in college. Monmouth College opposes drinking, gambling, and hazing in all forms, and the use or possession of alcoholic beverages on the campus is not permitted by the college.

Complete rules governing registration, attendance, conduct, probation, and the use of automobiles are published in *Scots Guide*, a manual for new students which is distributed at the beginning of the college year.

SUGGESTED CURRICULA

SUGGESTED CURRICULA

In order to give entering freshmen an idea of a typical program of courses they might take during their first two years at Monmouth, the following series of suggested curricula is presented.

The programs below are listed alphabetically by departments and represent a suggested series of courses prepared by faculty members in the department. Where these programs vary because of a different career goal (e.g., the ministry vs. Christian education), separate sets of courses are listed under the same department. Further information about special studies programs and career preparation is found elsewhere in this catalog.

The following suggested curricula represent recommendations rather than strict requirements. A student's program is planned with the advice of a faculty adviser in his field of concentration, and can be tailored to meet individual requirements.

Suggested Curricula for Freshman and Sophomore Years

Art

FRESHMAN YEAR

1st Term
English or Speech
Language
Art 101

2nd Term
English or Speech
Language
Art 102
Art 151*

3rd Term
English or Speech
Language
Psychology
Art 152*

**1/2 course credit*

SOPHOMORE YEAR

1st Term
Laboratory Science
Language
Design

2nd Term
Laboratory Science
Education 201 or Social Science Elective
Humanities Elective
Art 251*

3rd Term
Math or Science
Education 202 or Social Science Elective
Humanities Elective
Art 252*

Bible and Religion

FRESHMAN YEAR—Ministry and Christian Education

1st Term
English 101
Language or Latin
Speech 101
Art, Music, or Theater*

2nd Term
English 102
Language or Latin
Literature, History, or Philosophy
Art, Music, or Theater*

3rd Term
Bible 101
Language or Latin
Literature, History, or Philosophy
Art, Music, or Theater*

**One-term course or fractional courses to equal one-term course may be taken but no more than 10 term courses for the three terms will be permitted.*

SOPHOMORE YEAR—Ministry

1st Term
Laboratory Science
Social Science
Language or Latin
Art, Music, or Theater*

2nd Term
Laboratory Science
Social Science
Greek or Latin
Art, Music, or Theater*

3rd Term
Science or Math
Philosophy of Religion
Greek or Latin
Art, Music, or Theater*

**If Art, Music, or Theater are not taken or the requirement completed during the freshman year, a fourth course may be taken.*

SOPHOMORE YEAR—Christian Education

1st Term
Laboratory Science
General Psychology
Language
Art, Music, or Theater

2nd Term
Laboratory Science
Education 201
Math 110 (elementary) or
American History or Govt. (secondary)
Art, Music, or Theater

3rd Term
Religion 333 or 343
Education 202
Math 111 (elementary) or course in major (secondary)
Art, Music, or Theater

Biology

FRESHMAN YEAR

1st Term
Biology 101
Chemistry 111
Math 131 or 151 or English 101

2nd Term
Biology 102
Chemistry 112
English 101 or 102

3rd Term
Chemistry 131
Graduation and Distribution Requirements (2)

SOPHOMORE YEAR

1st Term
Biology 202
Physics 101e or 101
Language 101

2nd Term
Biology 203
Physics 102e or 102
Language 101 or 102

3rd Term
Distribution and Graduation Requirements (2)
Language 102 or 201

English

FRESHMAN YEAR

1st Term
English 101 or Speech
Language
Science or Bible

2nd Term
English 101 or 102
Language or History
Science or Bible

3rd Term
English 102 or Speech
Language or History
Science or Bible

SOPHOMORE YEAR

1st Term
English 201 or 204
(Psychology 101* or Sociology or Economics)
Art or Music

2nd Term
English 201 or 202
(Education 201* or Science or or Mathematics)
Philosophy or History

3rd Term
English 202
(Education 202* or course in major field)
Government

**If student plans to teach*

Geology

FRESHMAN YEAR

1st Term
Geology 101
Math 151
Speech or Bible

2nd Term
Geology 102
Mathematics 152
English 101

3rd Term
Social Science or Humanities
Mathematics 251
English 102

SOPHOMORE YEAR

1st Term
Geology 301 or 303
Chemistry 111 or Biology 101
Speech or Bible

2nd Term
Geology 302 or 403
Chemistry 112 or Biology 102
Social Science or Humanities

3rd Term
Geology 103
Art or Music
Mathematics 252

Government

FRESHMAN YEAR

1st Term
History 101*
Language
English or Govt. 101

2nd Term
History 102*
Language
English

3rd Term
Bible
Speech
Govt. 101

SOPHOMORE YEAR

1st Term
Govt. 201
Language
Science

2nd Term
Govt. 202
Language
Science

3rd Term
Economics
Psychology
American History

* *Unless taken in high school*

Chemistry

In their freshman year, chemistry majors should take Chemistry 111, 112, 131 or 151, 152 (see below), Mathematics 131, 151, 152, or 251 as determined by the Mathematics Department. The third course each term should cover graduation requirements and include English 101, 102.

The usual sequence to satisfy distribution requirements in chemistry is Chemistry 111, 112. Chemistry 111 is open to all students. However, the student who has had no high school algebra might find it advantageous to take a term of college mathematics first or concurrent with Chemistry 111.

Students registering for Chemistry 151 should have at least one year of high school chemistry and one and one-half years of high school algebra with a grade of B or better. Eligibility for the course will be determined by tests given during orientation week.

Classical Languages—Latin Major

Students who have had three or four years of Latin in high school may start 300-level Latin courses in the freshman year. Latin 103 is a quick review course for students with one or two years of Latin in high school who need extensive review before beginning to study Vergil.

FRESHMAN YEAR

1st Term
English 101
Laboratory Science
Latin 102 or Bible

2nd Term
English 102
Laboratory Science
Latin 204

3rd Term
Music, Art, or Latin
Speech 101
Latin 205

SOPHOMORE YEAR

1st Term
Science or Mathematics
Latin
History, Literature, or Philosophy

2nd Term
Latin
Social Science
History, Literature, or Philosophy

3rd Term
Latin or an elective
Social Science
Classics 220 or 221

Economics

FRESHMAN YEAR

Math 151 and 152 (if possible)
Distribution and Graduation Requirements

SOPHOMORE YEAR

Economics 200, 201
Distribution and Graduation Requirements

History

FRESHMAN YEAR

1st Term
History 101*
English 101 or Speech
Language

2nd Term
History 101 or 102
English 101 or 102
Language

3rd Term
History 102 or 103
English 102 or Speech
Bible

SOPHOMORE YEAR

1st Term
History 251
Language
Science

2nd Term
History 252
Language
Science

3rd Term
History (elective)
Art or Music
Philosophy or Literature

**Any two courses in sequence*

Mathematics

Freshmen intending to major in mathematics should take three terms of mathematics, beginning with Math 151, if possible, or 131; English 101, 102, and Speech 101; Language or Physics 101 and 102; distribution and graduation requirements to fill out the schedule.

Modern Foreign Languages

The student who wishes to major in a modern foreign language will ordinarily have studied the language in high school so that he can, by a placement exam, begin his college work at the intermediate level. If the student wants to major in a language he has not studied before, a special program must be planned which will probably include summer school in a country where the language is spoken.

The following program anticipates a term at a foreign university or the junior year at a European university.

FRESHMAN YEAR

1st Term
Intermediate Language
English 101
History 101

2nd Term
Intermediate Language
English 102
History 102

3rd Term
Speech or Bible
Art or Music
Language 299 or 300

SOPHOMORE YEAR

1st Term
Language 300
English Literature or Philosophy
Science 101

2nd Term
Language 300
Second Language 101
Science 102

3rd Term
Second Language 102
Science or Mathematics
Psychology or Economics
Language 320

The following program is designed for students who plan to teach at the secondary school level. Those interested in teaching a foreign language in the elementary school should consult the Education and Modern Foreign Language departments. In either case, the Master of Arts in Teaching degree is recommended. It is also advisable to participate in the ACM Urban Education program.

Foreign Language Teaching Major

FRESHMAN YEAR	SOPHOMORE YEAR
1st Term	**1st Term**
Intermediate Language	Language 300
English 101	Psychology 101
History 101	Science 101
2nd Term	**2nd Term**
Intermediate Language	Education 201
English 102	Science 102
History 102	Second Language 101
3rd Term	**3rd Term**
Speech or Bible	Education 202
Art or Music	Science or Mathematics
Language 299 or 300	Second Language 102
	Language 300

Music

FRESHMAN YEAR	SOPHOMORE YEAR
1st Term	**1st Term**
Music 101B	Music 201
English	Language
Language	Science
Applied Music	Applied Music
2nd Term	**2nd Term**
Music 102	Music 202
English	Social Sciences
Language	Science
Applied Music	Applied Music
3rd Term	**3rd Term**
Music 103	Religion
Speech	Social Science
Language	Science
Applied Music	Applied Music

Language courses could be deferred until the sophomore year, in which case science would be taken in the freshman year.

Philosophy

Students should plan their courses to meet distribution and graduation requirements during the first two years, including Philosophy 101 and 102 in the freshman year and Philosophy 210 and 213 in the sophomore year.

Physical Education

FRESHMAN YEAR

1st Term
English 101
Language 101
Biology 101

2nd Term
English 102
Language 102
Biology 102

3rd Term
Bible or Religion
Language
Speech

SOPHOMORE YEAR

1st Term
Language
Art or Music
Psychology 101

2nd Term
History or Philosophy
Education 201
P.E. 204

3rd Term
Govt. or American History
Science
History or Philosophy

Physics

FRESHMAN YEAR

1st Term
Mathematics 131 or 151
History or Philosophy
English 101

2nd Term
Mathematics 151 or 152
Physics 101
English 102

3rd Term
Mathematics 152 or 251
Physics 102
Speech 101
Art or Music

SOPHOMORE YEAR

1st Term
Mathematics 251 or 252
Physics 103
Language

2nd Term
Mathematics 252 or 254
Language
Physics 210

3rd Term
Mathematics 254 or 306
Language
Bible or Religion

The following program is designed for students planning to enter the 3-2 binary engineering program.

FRESHMAN YEAR

1st Term
Mathematics 131 or 151
History or Philosophy
English 101

2nd Term
Mathematics 151 or 152
Physics 101
English 102

3rd Term
Mathematics 152 or 251
Physics 102
Speech 101
Art or Music

SOPHOMORE YEAR

1st Term
Mathematics 251 or 252
Physics 103
Chemistry 101

2nd Term
Mathematics 252 or 254
Language
Chemistry 102

3rd Term
Mathematics 254 or 306
Language
Bible or Religion

Psychology

FRESHMAN YEAR

1st Term
English 101
Biology 101
Language

2nd Term
English 102
Biology 102
Language

3rd Term
Psychology 101
Speech 101
Language

SOPHOMORE YEAR

1st Term
Mathematics 106 or 151
Psychology 201
Language

2nd Term
Mathematics 152 or History, Literature, or Philosophy
Psychology 202
Social Science or Bible

3rd Term
Music or Art
Sociology 301
Psychology 222

Sociology

In addition to meeting college graduation and distribution requirements during the first two years, students should also schedule Sociology 201, 203, or 206 during the sophomore year. In the sciences, biology is recommended. In the non-lab science, mathematics gives a good background for statistical work.

Speech

FRESHMAN YEAR

1st Term
Speech 101
Science
Language
Debate or Theater*

2nd Term
English
Science
Language
Debate or Theater*

3rd Term
English
Speech 102
Language, Art, or Music
Debate or Theater*

SOPHOMORE YEAR

1st Term
Speech 215
Psychology 101
Language
Debate or Theater*

2nd Term
Speech 221
Philosophy, History, or Literature
Bible
Debate or Theater*

3rd Term
Philosophy, Literature, or History
Speech 322
Science or Mathematics
Debate or Theater*

**Fractional Credit*

COURSES OF INSTRUCTION

COURSES OF INSTRUCTION

Students are urged to note the departmental objectives and field of concentration requirements listed for each academic department and to consult with their faculty advisers and the department concerned for more specific information. The departments and the courses which they offer are listed alphabetically.

Prerequisites or co-requisites for a course, if any, are listed following the course description. Courses numbered 100 to 199 normally are introductory courses open to freshmen; 200-level courses are intermediate courses open to sophomores but not to freshmen; 300-level courses are advanced courses open only to juniors and seniors or to sophomores with the consent of the instructor; 400-level courses are departmental seminars and independent study courses.

Fractional courses are offered in art, music, and speech and dramatics. Art studio courses may be taken for either fractional or whole credit depending on the number of class hours taken. In fractional courses, two terms must be completed to receive one course credit and an additional course credit will be given after completion of the third term. All applied music courses are equivalent to one-sixth of a course per term and no credit will be given until the equivalent of a full course has been completed. Dramatics will be evaluated as one-sixth of a course per term; directing and debate will be evaluated as one-third of a course per term. No credit will be given until the equivalent of a full course has been completed.

A more detailed schedule of courses listing the instructor, time, and classroom is issued each spring for pre-registration information. Courses may be withdrawn if there is not sufficient demand in any given term.

ART

Harlow B. Blum, *Assistant Professor, Head*
Martha H. Hamilton, *Assistant Professor*
George L. Waltershausen, *Instructor*
G. E. Boone, *Lecturer*
Mrs. Katherine Boone, *Lecturer*

Field of Concentration

(a) At least ten term courses in art, including three courses in art history, two in independent study, one in design, and four additional courses in studio art.

(b) Five related courses chosen with the approval of the adviser.

Art History

101. Introduction to the History of Art. Art from prehistoric times to the Baroque period. *Mrs. Hamilton*

102. Introduction to the History of Art. Art from the Baroque period to the present. *Mrs. Hamilton*

103. Art Appreciation. A course for the general student, emphasizing increased perception of the formal elements of visual art—line, form, color and texture—with which one comes in contact every day. Included also are the theory and criticism of visual art. Open primarily to non-art majors. *Mrs. Hamilton*

321. Architecture. Ancient, Medieval, and Renaissance architecture is used as a basis for appraising contemporary architecture. *Mrs. Hamilton*

322. Contemporary Art. A study of twentieth century painting and sculpture with emphasis on the art in America. *Mrs. Hamilton*

331. European Renaissance. Great figures in important centers in the Renaissance.
(*1966–67 and alternate years*) *Mrs. Hamilton*

Seminars and Individual Study

320, 325. Junior Independent Study. An individual research program arranged in consultation with the instructor and designed to fit the interests of the student. *Staff*

350. Seminar in Oriental Art. Introduction to the arts of China, Korea, and Japan, illustrated with examples from the Boone Collection.
Second term *Commander and Mrs. Boone*

420, 425. Senior Independent Study. An individual research program arranged in special interest areas of the student. *Staff*

450. Art Seminar. Art criticism, teaching methods, and techniques, and other specialized art topics offered only to senior art majors or by special permission.
(*1967–68 and alternate years*)

Studio Courses

Art studio courses may be taken for either fractional or whole course credit, depending upon the number of class hours taken. Students will receive one-half course credit for each term in which they are enrolled in a studio art course which meets 6 hours. Students electing to enroll for a whole course credit must be able to take 12 hours of class work.

If a student decides to take a half course, he registers for any of the following courses: Art 151, 201, 241, 251, 301, 341, 351, or 451. To take the second half of any of these studio course sequences, the student will enroll in the corresponding studio course: Art 152, 202, 242, 252, 302, 342, 352, or 452.

If a student decides to take a studio course for a whole course, he registers for both half courses simultaneously; i.e., Art 151 and 152. A student who wishes to receive an additional term course credit in the same studio art sequence may register for the intermediate studio art course: 153, 203, 243, or 353. All require 12 hours of work. Art 211 is an intermediate course.

151, 152. Fundamentals of Drawing. Introducing the beginning student to a variety of media: charcoal, conte, ink, pastel and watercolor. Theory and practice in the elements of drawing with the emphasis on creative expression. *Mr. Blum, Mr. Waltershausen*

153. Intermediate Drawing. The development of drawing techniques focusing on individual interests. *Mr. Blum, Mr. Waltershausen*

201, 202. Beginning Printmaking. A studio course emphasizing the basic techniques of printing in the development of the fine print. The study and making of etchings, engravings, serigraphs, and woodcuts. *Mr. Blum*

203. Intermediate Printmaking. A continuation of the study of the basic print processes in the evolution of the fine print. *Mr. Blum*

211. Design. Fundamental elements and principles of two- and three-dimensional design emphasizing aspects of visual expression. *Mr. Waltershausen*

241, 242. Beginning Sculpture. Introducing the theory and practice of three-dimensional techniques using clay, plaster, and other materials. *Mr. Waltershausen*

243. Intermediate Sculpture. A continuation in the development of modeling, welding, construction, and carving techniques with a concentration in a variety of permanent materials. *Mr. Waltershausen*

251, 252. Beginning Painting. An introduction to synthetic oil painting media and techniques, composition practice and analysis. Still life, figure, and landscape. Prerequisite: Art 151 or consent of instructor. *Mr. Blum*

253. Intermediate Painting. A continuation of the study of basic painting methods with emphasis on the expression of ideas in graphic form. *Mr. Blum*

301, 302. Advanced Printmaking. Prerequisite: Art 202. *Mr. Blum*

341, 342. Advanced Sculpture. Practice in three-dimensional composition concentrating on permanent materials with an emphasis on individual expression and self-criticism. *Mr. Waltershausen*

351, 352. Composition and Painting. Composition practice, analysis, and painting techniques with emphasis on the creative formal elements. Prerequisite: Art 252. *Mr. Blum*

451, 452. Advanced Composition. Individual creative work in painting, sculpture, or graphic arts. Prerequisite: Art 302, 352.
Mr. Blum, Mr. Waltershausen

BIBLE AND RELIGION

Charles J. Speel, II, *Professor, Head*
J. Stafford Weeks, *Associate Professor*
Paul McClanahan, *Chaplain, Assistant Professor*
Harold J. Ralston, *Professor (Department of Classics)*
Cecil L. Franklin, *Lecturer*

Courses in the department have four main objectives:

1. To develop in students a knowledge of the contents of the Bible, the use made of it in the past and present, the areas of study closely allied to it, and the relationship of such knowledge to other fields of study.
2. To help students discover the role of religion in contemporary life, both personal and social, and to assist them in their quest for moral and religious understanding.
3. To develop in students a knowledge and understanding of the historical and doctrinal roles of Christianity and other religions.
4. To prepare students for the varied tasks of lay leadership and to build a foundation for graduate study in the case of those preparing for the ministry, for religious education, and for the teaching of Bible and religion.

Field of Concentration

(a) A departmental unit of at least seven term courses.

(b) At least five related term courses chosen in consultation with the department.

BIBLE

101. Bible Survey. A survey of the Old and New Testaments.
Each term *Staff*

201. Old Testament Problems. A study of the Old Testament including literature, religion, and theology.
First term (1966–67 and alternate years) *Staff*

212. New Testament Problems. A study of New Testament material including literature and religious thought.
Second term (1967–68 and alternate years) *Staff*

301. Archaeology and the Bible. The bearing of archaeological and historical investigations on the life and literature of the Old and New Testaments, along with a study of the relationship of neighboring cultures.
First term (1965–66, 1967–68 and twice every three years) *Mr. Speel*

RELIGION

101. Basic Beliefs. The major teachings of the Christian faith and a consideration of the chief creeds of Christendom.
Third term *Mr. Weeks*

203. Christian Ethics. The history of Christian ethics, with particular attention to the ethical problems of today. Guest speakers, specialists in the professional or business world, will be brought into class to assist in making the course relevant.
Third term *Mr. McClanahan*

213. Philosophy of Religion. See Philosophy 213.

301. Church History to 1450. The Christian church from the time of Christ to A.D. 1450, including study of Christian doctrine, church organization, significant ecclesiastical movements, and outstanding church leaders.
Second term *Mr. Speel*

307. New Testament. See Classical Languages (Greek) 307.

308. New Testament. See Classical Languages (Greek) 308.

312. Church History from 1450 to the Present. The Christian church from A.D. 1450 to the present, including a study of doctrine, organization, ecclesiastical movements, and church leaders.
Third term *Mr. Speel*

322. World Religions. The origins, history and thought of Hinduism, Buddhism, Taoism, Confucianism, Shinto, and Islam.
First term *Mr. Weeks*

324. Sacred Music. See Music 324.

333. Christian Education. Introduction to the use of the Bible, forms of worship, and methods of teaching and administration in Christian Education. Guest speakers who are experienced specialists will be included in the program.
Third term (1966–67 and alternate years) *Mr. McClanahan*

343. Program, Polity, and Worship. A study of the program, polity, and worship of the United Presbyterian Church. Guest speakers of academic and practical significance will be brought into the class to make the study pointed and relevant.
First term (1965–66 and alternate years) *Mr. McClanahan*

Seminars and Individual Study

351. Field work in Christian Education. A supervised program of practical experience in connection with Christian education programs at local churches. Open only to juniors and seniors preparing for careers in Christian education. Departmental consent required. Prerequisite or corequisite: Religion 323.
Each term *Mr. McClanahan*

401. Seminar. Open to juniors and seniors, subject to consent of the the department.
First term *Mr. Speel*

412. Reading Course. On problems of interest to the student. Open only to students who include Bible and Religion in their field of concentration.
Second term *Staff*

423. Thesis Course. On a subject of the student's own choosing. Open only to students who include Bible and Religion in their field of concentration.
Third term *Staff*

BIOLOGY

John J. Ketterer, *Professor, Head*
Robert H. Buchholz, *Professor*
David C. Allison, *Associate Professor*
Benjamin F. Cooksey, *Instructor*

Field of Concentration

(a) A departmental major of at least seven term courses in addition to Biology 101 and 102. The seven term courses must include Biology 202, 203, 301 or 302, 401, and at least one of the following: 405, 406 or 407. The remainder of the requirement may be satisfied by any other courses offered by the department.

(b) Five term courses in the related fields of physics and chemistry of which the following are required: Organic Chemistry, one term: Quantitative Analysis, one term (unless excused by the adviser) and physics, two terms. A good background in mathematics is strongly urged.

101. College Biology. An introduction to biology covering the organization of living organisms, their general physiology, morphology, embryology, genetics, evolution, and ecology. Appropriate animal and plant forms are studied in both lecture and laboratory. Open to all students.
First or second term *Staff*

102. College Biology. Continuation of Biology 101. Prerequisite: Biology 101.
Second or third term *Staff*

201. Invertebrate Zoology. A study of the structure, function, life histories, and evolutionary relationships of invertebrate animals. Prerequisite: Biology 102.
Third term *Mr. Ketterer*

202. Comparative Vertebrate Anatomy. A detailed study of the comparative anatomy of vertebrates. The shark, Necturus, and cat are used as types in the laboratory. Prerequisites: Biology 101, 102, or consent of the instructor.
First term *Mr. Ketterer*

203. Embryology. A study of the embryological development of vertebrates. Prerequisites: Biology 202 or consent of the instructor.
Second term *Mr. Cooksey*

204. Botany. An introduction to the structure, function, and development of plants, with emphasis on the flowering seed plants. Prerequisite: Biology 101 and 102 or consent of instructor.
Third term *Mr. Allison*

205. Classification and Distribution of the Vertebrates. A course designed to introduce the student to representative fishes, amphibians, reptiles, birds and mammals. Particular attention will be paid to the areas of taxonomy, systematics, ecology, and phylogenetic relationships. Prerequisite: Biology 102.
First term *Mr. Cooksey*

301. Mammalian Physiology. A detailed study of the physiological mechanisms in mammalian circulation, respiration, digestion, metabolism (carbohydrate, fat, and protein) and excretion and body fluids. Prerequisites: Biology 101-102 and Organic Chemistry or consent of the instructor.
First term *Mr. Buchholz*

302. Mammalian Physiology. A continuation of Biology 301 covering the physiology of the mammalian muscle, nervous, endocrine, and reproductive systems. Prerequisites: Biology 101-102 and Organic Chemistry or consent of the instructor.
Second term *Mr. Buchholz*

303. Advanced Physiology. A study of topics of current interest in general (molecular and cellular), Comparative and Mammalian Physiology. Special instrumental techniques are stressed in the laboratory. Prerequisites: Biology 301 or Biology 302, or consent of the instructor.
Third term *Mr. Buchholz*

304. Bacteriology. A general course consisting of a study of culture methods, morphology, identification, and physiology of the bacteria. Some consideration is also given to the nature of disease and its control. Prerequisites: Biology 101, 102 or consent of the instructor.
Second term (1966–67 and alternate years) *Mr. Ketterer*

305. Cytology. A study of plant and animal cells, mitosis, meisosis, fertilization. Various aspects of cytological behavior in relation to heredity, taxonomy, and evolution. Prerequisite: Biology 102.
First term (1965–66 and alternate years) *Mr. Allison*

306. Genetics. An introduction to the principles of heredity in animals and plants. Prerequisites: Biology 101, 102 or consent of the instructor.
Second term *Mr. Allison*

307. Organic Evolution. An introduction to the theories of evolution, the mechanics of evolution, the problems of the origin of life, and evolution of plants and animals. Prerequisites: Biology 101, 102 or consent of the instructor.
Second term (1965–66 and alternate years) *Mr. Ketterer*

308. Ecology. An introduction to ecology designed to give the student an understanding of the principles and concepts of environmental interrelationships and interactions with living organisms. Prerequisites: Biology 101, 102 and Biology 204 or consent of the instructor.
Third term *Mr. Cooksey*

309. Plant Classification. Taxonomic principles: identification and classification of flowering plants. Particular emphasis on local flora. Prerequisite: Biology 204.
First term (1966–67 and alternate years) *Mr. Allison*

Seminars and Individual Study

401. Seminar. Readings and discussions on selected topics designed to relate the knowledge from the several branches of biology to the whole of biological knowledge and to other learned disciplines from an historical and current problems point of view. Open to senior biology majors.
First term *Staff*

405, 406, 407. Independent Study. Individual research or advanced experimental projects chosen by the student in consultation with the staff, involving the search of primary literature sources, design and execution of experiments, and an oral and written report of the results. Open to senior biology majors.
First, second and third terms *Staff*

CHEMISTRY

Robert B. Meyer, *Associate Professor, Head*
Garrett W. Thiessen, *Professor*
Harold W. Fenrick, *Assistant Professor*
Berwyn E. Jones, *Assistant Professor*

Monmouth College is included in the list of institutions approved for undergraduate training of chemists by the American Chemical Society.

Field of Concentration

(a) A departmental major shall consist of a minimum of five term courses beyond the 100 level including Chemistry 211, 212, 311, and 403.

(b) Students wishing to complete teacher certification requirements in chemistry shall complete 10 term courses in chemistry including the requirements for the departmental major.

(c) Students wishing to be certified by the American Chemical Society should take the following courses in addition to the requirements for the departmental major: Chemistry 251, 312, 331, 341, Mathematics 252, and at least one term course chosen from Chemistry 351 or 404, Mathematics 254 or more advanced, and Physics 207 or more advanced.

(d) All majors will be expected to participate in a departmental seminar consisting of oral presentations of topics in chemistry by students, staff members, and visiting scientists.

(e) The related field shall include Mathematics 151, 152, 251 and Physics 101, 102, 103.

(f) A reading knowledge of German is required of all chemistry majors.

Note: Academic credit will usually not be given for both Chemistry 111, 112, 131 and Chemistry 151, 152.

111. Introductory Chemistry. Atomic and molecular structure, properties and reactions of selected elements and of inorganic and organic compounds, and elementary chemical calculations. Laboratory: a study of chemical and physical properties of substances considered in class. Open to all students.

112. Introductory Chemistry. A continuation of 111. Prerequisite: Chemistry 111 or permission of the department.

131. Introduction to Analytical Chemistry. An introduction to the study of chemical equilibrium and its application to qualitative and quantitative chemical analysis. The laboratory will be correlated with the lecture. Prerequisite: Chemistry 112 or permission of the department.

151. Fundamentals of Chemistry. Atomic and molecular structure, stoichiometry, periodicity, kinetics and equilibrium, acid-base and redox systems. Laboratory: gravimetric and titrimetric methods of analysis. Prerequisite: permission of the department.

152. Fundamentals of Chemistry. A continuation of 151. Laboratory: electrometric and colorimetric methods of analysis, qualitative anion and cation identification. Prerequisite: Chemistry 151.

211. Organic Chemistry. An introduction to the study of carbon compounds. Preparation, properties, and reactions of monofunctional alipatic and aromatic compounds and of proteins and carbohydrates; elementary reaction mechanisms. Laboratory: preparation and study of representative compounds. Prerequisite: Chemistry 112 or 152.

212. Organic Chemistry. A continuation of 211. Prerequisite: Chemistry 211.

251. Organic Chemistry. A study of polyfunctional organic compounds. Laboratory: qualitative analysis of organic compounds and mixtures using classical and instrumental techniques. Prerequisite: Chemistry 212.

311. Physical Chemistry. Thermodynamics, electrochemistry, kinetic theory, liquid and solid states, solutions, kinetics. The laboratory will be correlated with the lecture. Prerequisites: Chemistry 131 or 152, Mathematics 152, and Physics 102.

312. Physical Chemistry. A continuation of 311. Prerequisite: Chemistry 311.

331. Advanced Analytical Chemistry. A rigorous study of the principles and practice of modern quantitative chemical analysis, including instrumental methods. Sampling, quantitative separations, statistical treatment of data; gravimetric, titrimetric, spectroscopic, and electrochemical methods of determination. The laboratory will be correlated with the lecture. Prerequisites: Chemistry 212, 311.

341. Advanced Inorganic Chemistry. A study of atomic structure and chemical bonding, solvent systems, acid-base theories, and the chemistry of selected elements including the transition metals. Selected techniques in synthetic inorganic chemistry are introduced in the laboratory. Prerequisite: Chemistry 311.

351. Advanced Topics in Chemistry. A discussion of advanced topics in chemistry. The laboratory will be correlated with the lecture material. Prerequisite: Chemistry 311.

403. Research. The study of an original research project chosen in consultation with the chemistry staff. Open only to senior chemistry majors.

404. Independent Studies. Offered by special arrangement.

CLASSICAL LANGUAGES

Harold J. Ralston, *Professor, Head*
Bernice L. Fox, *Associate Professor*

LATIN

Field of Concentration

(a) A departmental unit of at least seven courses in Latin above the level of 200 courses, and including an independent study course in prose composition.

(b) Five or more related courses chosen with the approval of the adviser, including a course in ancient history and at least two terms of Greek.

101. Elementary Latin. A study of grammar and syntax. Designed for the student beginning the study of Latin. *Miss Fox*

102. Elementary Latin. A continuation of Latin 101, completing the syntax and starting the reading of Latin authors. *Miss Fox*

103. Latin Review. A rapid survey of elementary Latin grammar and syntax with easy readings from Latin authors. Prerequisite: one year of high school Latin.
First term *Miss Fox*

204. Vergil's "*Aeneid.*" Prerequisite: two years of high school Latin or Latin 102 or 103.
Second term *Miss Fox*

205. Cicero. Selections from the *Orations* and *Essays*. Prerequisite: two years of high school Latin or Latin 102 or 103.
Third term *Miss Fox*

301. Livy's "*Histories.*" Emphasis on the early kings and the Carthaginian Wars. Prerequisite: three years of high school Latin or the equivalent.
First term (1965–66 and alternate years) *Miss Fox*

302. Tacitus and Suetonius. The period of the Twelve Caesars, with special study of the periods of Augustus and Nero. Prerequisite: see Latin 301.
Second term (1965–66 and alternate years) *Miss Fox*

303. Pliny's "*Letters.*" Special study of Roman private life at the time of Pliny. Prerequisite: see Latin 301.
Third term (1965–66 and alternate years) *Miss Fox*

310. Roman Drama. Studies in Plautus and Terence. Prerequisite: see Latin 301.
First term (1966–67 and alternate years) *Miss Fox*

311. Latin Lyric Poetry. Readings from Catullus, Ovid, and Horace. Prerequisite: see Latin 301.
Second term (1966–67 and alternate years) *Miss Fox*

312. Roman Satire. A study of the satires of Horace and Juvenal and the epigrams of Martial. Prerequisite: see Latin 301.
Third term (1966–67 and alternate years) *Miss Fox*

401. Independent Study. Individual research problems in language or literature under guidance of the instructor. Advanced students only.
By special arrangement *Miss Fox*

435. Teachers' Course in High School Latin. For advanced students who desire recommendation as Latin teachers.
By special arrangement *Miss Fox*

GREEK

101. Elementary Greek. A study of Greek grammar and acquisition of vocabulary.
Second term *Mr. Ralston*

102. Elementary Greek. Continuation of the study of Greek grammar, with translations from Xenophon's *Anabasis* or other selected readings.
Third term *Mr. Ralston*

201. Greek Reading. Selections from Plato's *Apology* and *Crito* or from the Greek historians, Septuagint, Apocrypha, or non-literary papyri.
First term (1966–67 and alternate years) *Mr. Ralston*

202. Greek Reading. Continuation of 201.
First term (1965–66 and alternate years) *Mr. Ralston*

307. New Testament. Forms, syntax, and reading. Prerequisite: Greek 101-102.
Second term (1966–67 and alternate years) *Mr. Ralston*

308. New Testament. Textual and word studies and more difficult reading.
Second term (1965–66 and alternate years) *Mr. Ralston*

401. Independent Study. Advanced individual study of grammar or reading under direction of the instructor.
By special arrangement *Mr. Ralston*

Classical Civilization

(Given in English. No foreign language prerequisite.)

211. Classical Archaeology. A study of more important Greek and Roman antiquities from the Minoan civilization in Crete to late Roman times. Text and library readings, supplemented by slides taken in Italy, Greece, and Asia Minor.
First term *Mr. Ralston*

221. Classical Mythology. A study of classical myths, especially as they relate to English literature. No prerequisites.
Third term *Miss Fox*

224. Word Elements. Intended to aid in mastering general and technical derivatives from Greek and Latin stems. No previous study of these languages required.
First term *Mr. Ralston*

EAST ASIAN STUDIES PROGRAM

Cecil C. Brett, *Director, Associate Professor of Government and History*

The Monmouth College Board of Directors authorized the establishment of an East Asian Studies program in September, 1963. This decision was based on the assumption that study of peoples and cultures outside the Western world is a necessary dimension of a liberal education. The underlying objective of the program is to broaden opportunities for study of non-Western societies for the entire range of Monmouth students.

The regional focus of the program is East Asia with concentration on Japan.

A considerable expansion of the Asian Library collection is under way. The Boone Oriental Library and Fine Arts collection is utilized in the program and is available to students.

In cooperation with the Fulbright program and a number of other edu-

cational institutions, Monmouth has arranged to bring four visiting professors from selected countries of Asia to the campus during the 1965-66 academic year. Each of the visiting professors will be in residence for a period of two months.

Students with an interest in Asia have the opportunity to study for a year in designated universities in Japan or in other parts of Asia under several programs, including the Junior Year Abroad program sponsored by the United Presbyterian Church, USA. Credits earned under these arrangements can be used to fulfill academic requirements at Monmouth.

101, 102, 103. Elementary Japanese. See Modern Foreign Languages. Japanese 101, 102, 103.

201. Intermediate Japanese. See Japanese 201.

201. Oriental Civilizations, I. See History 201.

202. Oriental Civilizations, II. See History 202.

203. Oriental Civilizations, III. See History 203 and Sociology 406.

301. Modern China. See History 301.

302. Modern Japan. See History 302.

303. Modern India. See History 303.

306. Oriental Philosophy. See Philosophy 306.

320. Individual or Group Study. See Japanese 320.

322. World Religions. See Religion 322.

343. Foreign Governments, III. See Government 343.

350. Seminar in Oriental Art. See Art 350.

ECONOMICS AND BUSINESS ADMINISTRATION

James R. Herbsleb, *Professor, Head*
Robert Aduddell, *Assistant Professor (on leave 1965–66)*
George R. Gebhart, *Assistant Professor (on leave 1965–66)*
Ordell P. Olson, *Assistant Professor*
James L. Pate, *Assistant Professor*
Homer L. Shoemaker, *Instructor*

Field of Concentration

The field of concentration may be either in Economics or Business Administration, or these areas may be combined.

(a) Concentration in Economics requires the following courses: 305, 306, 300, 301, 311, and 401. Additional electives are available.

Economics 200, 201 are required and may be used to satisfy social sciences distribution requirements, but are not included in the field of concentration.

(b) Concentration in Business Administration requires the following courses: 203, 204, 307, 308, 320, 321, 322, and 401.

Economics 200, 201 are required and may be used to satisfy social sciences distribution requirements, but are not included in the field of concentration.

(c) Combined Economics and Business Administration curricula require the following courses: Survey of Accounting (independent study) or Economics 203, 204, 401, and other additional courses taken with the advice and consent of the adviser to complete the major.

Economics 200, 201 are required and may be used to satisfy social sciences distribution requirements, but are not included in the field of concentration.

200. Principles of Economics. Micro-economics. The two-term sequence (Economics 200-201) is designed to equip the student with a fundamental and rigorous understanding of the methods and objectives of economic analysis. The course provides an intensive, orderly and objective set of basic relationships within which real world economic problems and policy questions may be analyzed.

201. Principles of Economics. Macro-economics. A continuation of Economics 200.

203. Principles of Accounting. This course does not presume any previous training in bookkeeping. It gives thorough acquaintance with the principles of accounting as applied to the corporate form of business enterprise.

204. Principles of Accounting. A continuation of Economics 203 with emphasis on the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: Economics 203.

205. Intermediate Accounting. Individualized study, usually in a seminar, in various fields of accounting such as budgeting, cost, taxation, etc. Prerequisite: Economics 204.

206. Advanced Accounting. A continuation of 205. Prerequisite: Economics 204.

300. Intermediate Price Theory. An intensive view of modern price theory as it applies to individuals, firms and resource owners and their interaction in markets characterized by both perfect and imperfect competition. Prerequisite: Economics 200-201.

301. Intermediate Income Analysis. A comprehensive view of modern theories of the determination of income and employment. Includes discussion of both Keynesian and post-Keynesian developments in income theory. Prerequisite: Economics 200-201.

302. Business and Government. A study of basic industrial organization as it is altered by government regulation, particularly the regulation of monopoly and unfair business practices as spelled out in the law. Prerequisite: Economics 200-201.

303. Government and Labor. A study of labor economics and the changing position of labor before the courts and government regulation of labor unions. Prerequisite: Economics 200-201.

305. Money and Banking. A study of the history and theory of banking and the problems of monetary and fiscal policy. Prerequisite: Economics 200-201.

306. International Economics. Analysis of our economic relations with other nations, relating to governmental policies in the area of trade and including economic development. Prerequisite: Economics 200-201.

307. Business Law. An introduction to the development of our legal system and the organization of our courts. Involves analysis of cases and application of principles with a view to the appreciation of the involvement and development of law in our society. Prerequisite: Economics 200-201.

308. Business Law. A continuation of Economics 307, extending the analysis of the law into the realm of business organizations and property. Prerequisite: Economics 307.

309. Comparative Economics Systems. Analysis of the competing economies of the world—Capitalism, Socialism, Fascism, Communism. Prerequisite: Economics 200-201.

310. Public Finance. A study of the financing of government operations, including the problems of fiscal policy. Prerequisite: Economics 200-201.

311. History of Economic Thought. A study of the development of major economic thought and doctrines. Emphasis upon Mercantilists, Physiocrats, Classical School, Adam Smith, J. S. Mill, Alfred Marshall, J. B. Clark, Thorstein Veblen, J. A. Hobson, J. M. Keynes, and others. Prerequisite: Economics 200-201.

320. Investments and Finance. Analysis of the various types of investment securities from the viewpoint of the investor, with attention to methods of corporation finance. Prerequisite: Economics 200-201, 204.

321. Principles of Management. Study of general principles of business management with emphasis on transferability of management principles to all phases of business. Prerequisite: Economics 200-201.

322. Marketing. Principles and problems in wholesaling, retailing, advertising, chain stores and mail-order merchandising; study of buying motives and commodity markets; methods in buying, selling transportation, storage, pricing, and credit extension. Prerequisite: Economics 200-201.

345. American Economic History. An analysis of the American economy from colonial times to the present, stressing the development of economic institutions and a study of the changes taking place in the methods of production and organization of enterprise. Emphasis on quantitative aspects of history. Prerequisite: Economics 200-201.

401. Independent study.

402. Seminar.

EDUCATION

Benjamin T. Shawver, *Professor, Head*
Albert Nicholas, *Professor*
Charles E. Wingo, *Professor*
Katye L. Davenport, *Instructor*

Courses in education are provided for students preparing to teach in elementary and secondary schools. Each teacher-preparation candidate fulfills field of concentration requirements in other departments.

Teacher Preparation. Students expressing an interest in teaching as a career are advised to pursue programs of study which take into account age-levels of potential pupils, subject-matter interests and aptitudes, and capacity and desire to qualify for various teacher-preparation programs.

A student expressing an interest in preparation for teaching is confronted with a number of choices. There is the choice of working with children in lower or upper elementary grades; junior or senior high school; junior, senior, or graduate college levels. There is the choice of working with mentally and/or physically handicapped children or with normal children. A choice of fields of study and teaching must be made. This choice should take into account the student's ability and motivation to understand, study, and communicate the subject-matter of the field.

Programs of study include ones which may be completed at Monmouth. These are described below. They lead to certification by the state of Illinois. One of these is the Urban Semester Program of the Associated Colleges of the Midwest; it is described under Special Study Programs. Other programs may be started at Monmouth and completed in one of the graduate schools. A level of scholarship which enables one to qualify for admission and pursuit of graduate study is an essential prerequisite.

201. Educational Psychology. A study of theories of learning involved in educative processes and practices. Special attention is given to physical, social, mental, and emotional growth and development. Developmental procedures in readiness and motivation are considered. Prerequisite: Psychology 101.
Second and third terms *Mr. Wingo*

202. Guidance, Tests and Measurements. Includes study of basic principles of guidance; test construction, administration, and interpretation; and fundamental statistical methods applied to testing. A variety of tests are analyzed; their use in elementary and secondary schools is considered. Prerequisite: Psychology 101.
Second and third terms *Mr. Nicholas*

301. Teaching of Reading and other Language Arts. A study of theories employing a multi-sensory approach. This includes hearing, seeing, speaking, and writing. Prerequisites: Education 201 and 202.
First term *Mr. Wingo*

302. Secondary School Methods and Techniques. A general methods course for high school teachers. This course includes a study of curriculum, unit and daily lesson planning, development of critical thinking,

teaching for transfer, factors involved in discipline, and evaluation. Prerequisites: Education 201 and 202.
First term *Mr. Nicholas*

303. Teaching of Social Studies. Methods, materials, and content with special emphasis on planning units. Especially for students preparing to teach social studies. Prerequisites: Education 201 and 202.
Third term *Mr. Nicholas*

304. Teaching of Science. A study of objectives, methods, and materials of science education. Plans to teach content from the natural sciences are made and implemented in elementary and high school classrooms. Prerequisites: a sequence of two terms in a laboratory science.
Third term *Mr. Shawver*

326. Teaching of Art and Children's Literature. A lecture and laboratory course on problems of teaching art and literature in elementary classrooms. In art the emphasis is placed on the creative processes, lesson planning, and actual experience with various media and techniques used in the elementary school. In literature the emphasis is placed on exploring the wide range of children's literature and developing ways to using this prose and poetry to meet the needs and interests of children at various levels of development. Prerequisite: junior or senior standing.
First and second terms *Mrs. Davenport*

326S. Elementary School Art Workshop. A laboratory course designed to give prospective teachers experience with various media and techniques used in teaching art, to acquaint them with sources of art material, and to develop ways of relating art to other classroom activities. Prerequisite: permission of instructor.
Summer session *Mrs. Davenport*

327S. Children's Literature. A study of children's literature from the seventeenth century to the present day. Emphasis is on the creative use of prose and poetry in every subject matter field of the elementary curriculum. Prerequisite: permission of instructor.
Summer session *Mrs. Davenport*

400. Independent Study. Investigation of special topics relevant to teaching and teacher preparation. Prerequisite: approval of the head of the department.
First, second, and third terms *Staff*

401E & 402E. Student Teaching in the Elementary School. Directed observation and supervised teaching in one of the elementary grades from kindergarten through eighth grade. Each student works in a public school under the supervision of a cooperating teacher and one or more college teachers. Prerequisite: approval of Teacher Education Committee.
First, second, and third terms *Staff*

401H & 402H. Student Teaching in the High School. Directed observation and supervised teaching of subjects in the major and/or minor fields to students in one or more of the grades seven through twelve. Each student works in a public school under the supervision of a cooperating

teacher and one or more college teachers. Prerequisite: approval of Teacher Education Committee.
First, second, and third terms *Staff*

404S. Phonics Workshop. Two weeks of intensive study with 45 hours of classroom instruction in addition to outside reading requirements. Studies will be based on use of the 44 basic speech sounds as perceptual skills in teaching reading. The language laboratory, which utilizes tape-recorded language drills, will be available for practice in producing and applying speech sounds in the teaching of reading.
Summer session *Mr. Wingo*

405. Urban Education Seminar. A study of the objectives, organization, programs, and problems of schools in large urban centers. Registration limited to appointees to Urban Semester Program of the Associated Colleges of the Midwest.

Courses below are offered by other departments and cross-referenced by the Department of Education. Descriptions are found under the departments indicated.

English 430. Teaching of Secondary School English

French 460. Methods of Teaching French

German 460. Methods of Teaching German

History 313. History of Education

Mathematics 110, 111. Essentials of Mathematics

Music 312. Teaching Music in the Elementary Schools

Philosophy 211. Philosophy of Education

Physical Education 203C. Elementary School Physical Education

Psychology 303. Abilities

Psychology 225. Developmental Psychology

Psychology 305. Psychology of Learning

Spanish 460. Methods of Teaching Spanish

Candidates for State of Illinois Certificates

A student at Monmouth College electing as an undergraduate to complete preparation for the Illinois State Standard Elementary, High School, or Special Certificates fulfills concentration and distributional requirements. Simultaneously the student studies general psychology; educational psychology; American history or American government; guidance, tests and measurements; philosophy of education or history of education; and is a participant in elementary or secondary student teaching.

In addition, there is some specialization. The nature of this is dependent upon the type of certificate sought. A student seeking the Standard Elementary Certificate, valid for kindergarten through grade nine, studies "Essentials of Mathematics," "Teaching of Reading and other Language

Arts," "Teaching of Art and Children's Literature," "Music for Elementary Teachers" or "Introduction to Music," and "Teaching of Science" or a third course in natural science beyond the two-course sequence required to meet a natural sciences and mathematics distributional requirement. Elementary School Physical Education is recommended, but is not required.

Specialization for the Standard High School Certificate, valid for teaching in grades six through twelve, includes the following: a course in general or special methods, a minimum of three courses in addition to the seven required for fulfillment of the field of concentration major, and a teachable minor of six to eight courses. Heads of departments approve the content of majors and minors and may require preparation in excess of the minimum standards established by the Illinois State Certification Board for teachable majors and minors.

Students seeking the Standard Special Certificate, which is valid for teaching in grades kindergarten through fourteen, specialize as required for the Standard High School Certificate except that a teachable minor is not required and the methods study and student teaching must be planned with reference to the grades covered by the certificate.

Monmouth's teacher preparation programs are administered by the Teacher Education Committee, a committee of the faculty. Screening applicants for admission to teacher training and student teaching are important functions of this committee. The screenings occur not later than the first and third terms of a given student's junior year, respectively. Academic achievement, personal qualities, and interest in teaching are major considerations among the criteria for admission.

Most students completing preparation for State of Illinois Certificates are able to obtain certificates in other states. Advisers in the Department of Education are prepared to discuss specific requirements of other states.

ENGLISH

Richard Leever, *Associate Professor, Acting Head*
Eva Hanna Cleland, *Professor*
Adele Kennedy, *Associate Professor*
Grace Boswell, *Assistant Professor*
R. Jeremy McNamara, *Assistant Professor*
John Peter Fox, *Instructor*
Adin Slaughter, *Instructor*

Field of Concentration

(a) English 101 and 102, or English 103; two sophomore-level survey courses, at least one of which must be British.

(b) Seven courses are required beyond the sophomore level: (1) one course in Shakespeare; (2) one course in English Literature of the period before 1800 (in addition to Shakespeare); (3) one course in English Liter-

ature of the period after 1800; (4) one course in American Literature beyond the survey level; (5) either English 314 (Modern English Grammar), or English 315 (Advanced Exposition); and two electives. At least one of the literature courses must be at the 400 level.

101. Freshman English (Expository Writing). This course is devoted to the study, analysis, and application of basic expository writing techniques; weekly themes are written. Required of all freshmen except those enrolled in English 103. *Staff*

102. Freshman English (Introduction to Literature). This course includes the study of poetry, fiction, and drama and the writing of a moderate-length term paper. Required of all freshmen except those enrolled in English 103. Prerequisite: English 101. *Staff*

103. Advanced Placement English. Admission to this course is achieved only by the passing of a special English 103 Placement Test, which is administered to a preselected group of students during Freshman Orientation Week. Successful completion of English 103 (with a minimum grade of C) will satisfy the divisional requirements for English 101 and 102.

201. Survey of British Literature. Major British writers from Chaucer to 1800. Prerequisites: English 101 and 102. *Mr. McNamara*

202. Survey of British Literature. Major British writers from 1800 to the present. Prerequisites: English 101 and 102. *Staff*

204. Survey of American Literature. Growth of American Literature, exclusive of drama, from its beginning to 1900. A study of the principal tendencies with emphasis on major figures. Prerequisites: English 101 and 102. This course may be followed by English 305. *Miss Kennedy*

206. Poetry. An introductory study of English and American poetry cutting across national and chronological boundaries with emphasis on theme, structure, and technique. *Mr. Leever*

211. Russian Fiction in Translation. A study of representative Russian novels and short stories by the major authors of the nineteenth and twentieth centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Tolstoi, and Turgenev) against the political and social backgrounds of their times. *Mr. Leever*

221. Classical Mythology. See Classical Civilization 221.

NOTE: This course may be counted toward the fulfilling of the Humanities Divisional requirement, but not toward a major in English.

301. Modern British Prose. Leading British writers and movements of the last 30 years. *Mrs. Boswell*

305. Modern American Literature. Growth of American Literature from 1900 to the present. A study of the leading writers and movements (sequel to English 204). *Miss Kennedy*

306. Creative Writing. Practice in the analysis of fictional and poetic forms and in the writing of fiction and poetry. Students who wish to enroll in this course should submit examples of their writing and obtain permission from the instructor. *Mr. Fox*

307. The English Novel. The English novel from the eighteenth century to the present. *Mr. Slaughter*

308. The American Novel. The development of the American novel from Cooper through Steinbeck with considerable attention to form, structure, and narrative techniques. *Mr. Leever*

311. Great Books and Writers to 1800. A course in comparative literature, both prose and poetry, including translated masterpieces of Greek, Roman, and Continental literatures. *Mrs. Boswell*

312. Great Books and Writers since 1800. A sequel to English 311 including Continental and English masterpieces of the nineteenth and twentieth centuries. *Mrs. Boswell*

313. The English Romantic Movement. A study of British poetry and prose of the Romantic Period. *Mrs. Boswell*

314. Modern English Grammar. Studies in the development of the English language with some attention to both traditional and modern grammars and to modern English usage and the findings of modern linguistics which have influenced contemporary approaches to grammar. *Mrs. Boswell*

315. Advanced Exposition. Practice in the analysis of expository techniques and in the writing of expository prose, with special attention in conference to individual writing problems. *Mr. Fox*

316. Victorian Poetry. A study of British poetry in the second half of the nineteenth century, with emphasis on Tennyson and Browning, their philosophy and their relation to their contemporary thought and progress. Individual studies are made of the lesser nineteenth-century British poets. *Mrs. Cleland*

318. Victorian Prose. A study of the ideas of this era of change and progress as expressed in essay and fiction. Readings include such authors as Mill, Carlyle, Arnold, Ruskin, Dickens, and Thackeray. *Mrs. Cleland*

320. European Short Story. French, Russian, German, Spanish, Italian, and British short stories are studied. National characteristics and techniques are examined. *Mrs. Cleland*

321. Seventeenth Century Literature. A study of seventeenth century British prose and poetry from the time of Donne and Jonson to the Restoration. *Mr. McNamara*

322. Eighteenth Century Literature. A study of British literature from the Restoration to 1800. *Mr. McNamara*

324. Biography and Diaries. A study of subjective writing as well as objective biography which throws light upon manners, customs, political, religious, and literary life and interesting personalities. Permission of the instructor is required.

361. Shakespeare. A study of a number of plays representing characteristic Shakespearean genres. *Mr. McNamara*

363. Sixteenth Century Literature. A study of British literature of the sixteenth century. *Mr. McNamara*

Seminars and Independent Study Courses

401. Chaucer. A study of Chaucer's England, his language, and his writing, especially *The Canterbury Tales.* Permission of the instructor is required. *Miss Kennedy*

403. Modern Poetry: British and American. A study of twentieth century British and American poetry. The course is conducted as a seminar with emphasis on literary movements and social significance. Prerequisites: senior standing and consent of the instructor. *Miss Kennedy*

404. Studies in American Civilization. An integrated historical, social, and cultural interpretation of life, thought, and institutions in the United States from 1870 to 1950. Prerequisites: English 204, senior standing, and permission of the instructor. See History 404 and Sociology 404.

409. European Drama. A study of drama as a type of literature and a critical reading of Continental plays from Aeschylus to Ibsen. Emphasis on the literary qualities and social significance of the plays. Permission of the instructor is required. *Miss Kennedy*

410. Modern Drama. A continuation of English 409, but may be taken separately. Extensive library reading and class discussions of the best modern dramatic productions of Europe and America. Permission of the instructor is required.

415. Form and Theory of Fiction. A seminar course based on the major types of prose fiction from Swift and Defoe to the present, including the romance, the novel, the tale, and the short story. Readings in modern critical theory will supplement the close study of selected exemplary works. Prerequisite: junior standing and consent of the instructor. *Staff*

420. Independent Study in English. Any above-average student who has the ability and desire to do independent research on a particular literary subject, author, or period may submit his research proposal to an English faculty member qualified to direct research in that specialized area. If the faculty member approves the student's proposal and agrees to supervise his research, the student may then enroll in this course, giving the name of the faculty member in charge of the project. *Staff*

430. Methods of Teaching English in the Junior and Senior High Schools. A study of basic approaches to the teaching of poetry, fiction, and drama and their application in the classroom. Some attention will also be devoted to the teaching of grammar and composition, marking of themes, and preparing and grading examinations, etc. Prerequisites: completion of the required Education courses, with the exception of student teaching, and consent of the instructor. *Mr. Slaughter*

452. Introduction to Criticism. A seminar course studying the rise of literary criticism among the Greeks and Romans and the evolution of

modern critical standards, especially as they may be applied to British and American authors. Prerequisites: English 201 and 202, at least two 300-level literature courses, and consent of the instructor. *Mrs. Boswell*

462. Shakespearean Studies. A seminar which will focus on a single genre (comedy, tragedy, history play); students' seminar papers will examine both the Shakespearean plays and the criticism of these plays. *Mr. McNamara*

GEOLOGY

Donald L. Wills, *Associate Professor, Head*
John C. Palmquist, *Associate Professor*

Field of Concentration

(a) A minimum of seven term courses, excluding Geology 101-102-103.

(b) At least five term courses in a related field. These may be taken in departments approved by adviser.

(c) At least one term of independent study.

(d) It is recommended that a summer field course, i.e., the ACM Wilderness Field Course, be taken prior to the senior year.

(e) Teaching Major. A student desiring to obtain an Illinois State Standard High School Certificate for teaching must complete the requirements for a field of concentration in geology plus the required courses in the department of education.

101. Physical Geology. An introduction to the science of the earth. Materials composing the earth and the work of agencies both external and internal modifying its surface. Laboratory field trips to areas of geologic interest. Open to all students.
First and second terms

102. Historical Geology. A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Laboratory field trips to areas of geologic interest. Prerequisite: Geology 101.
Third term

103. Hydrology. Physical and chemical properties of water; interaction of water with the atmosphere, lithosphere and biosphere; water use and conservation. Material is presented by members of the biology, chemistry, and physics departments as well as by the geology staff. Prerequisite: completion of the two-term sequence in a laboratory science.
Third term

201. Introductory Petrology. The chemistry and mineralogy of the important rock-forming minerals. Origin, occurrence and classification of the igneous, sedimentary and metamorphic rocks. Prerequisite: Geology 102.
First term

202. Geomorphology. Consideration of the fundamental concepts of the origin and development of land forms. One of the major tasks in the course will be to utilize quantitative methods of land form analysis. Prerequisite: Geology 102.
First term

214. Problems in Field Geology. Selected areas of geology are visited between the second and the third terms to provide the student with actual field experience. Credit for this course is given after two field programs have been completed or after the completion of one field program and a paper covering a specific problem in which the work was initiated on the field trip. Prerequisite: Geology 101, 102, or permission of the instructor.
Third term

301. General Paleontology. Fundamental treatment of the basic concepts of paleontology. Systematic consideration of morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils. Prerequisite: Biology 201 or consent of the instructor.
First term

302. Stratigraphy and Sedimentation. Principles of sedimentation; genetic relations and correlation of rock and time rock units. Prerequisite: Geology 301 or consent of the instructor.
Second term

303. Mineralogy. Crystallography, crystal chemistry, and descriptive mineralogy; mineral occurrences, associations and uses. Prerequisite: Chemistry 101 or concurrent registration.
First term

304. Optical Mineralogy. A study of the behavior of light as it interacts with the atomic structure of crystals; isotropic, uniaxial and biaxial minerals are studied using the polarizing microscope. Prerequisite: Geology 303.
Second term

401. Structural Geology. Character, classification, and origin of rock structures. Prerequisites: Geology 102, first-year physics.
Second term

402. Aerial Photographs and Geologic Maps. Interpretation of geologic maps and aerial photographs.
Third term

404. Directed Study in Igneous and Metamorphic Petrology. Open only to seniors in geology.

405. Directed Study in Sedimentary Petrology. Open only to seniors in geology.

406. Independent Study. Readings in geology and a seminar; written preparation and oral presentation of papers. Open only to seniors in geology.

GOVERNMENT

Roy M. McClintock, *Associate Professor, Head*
Cecil C. Brett, *Associate Professor*
Adolph W. Reiderer, *Instructor*

Field of Concentration

(a) A minimum of eight courses, including Government 201 and 202, 341 or 342 or 343 and 404.

(b) A minimum of five courses in one or two related departments, chosen after consultation with the adviser.

101. Introduction to Political Science. A study of the discipline of political science including theory, comparative government, American political institutions, federalism, political parties, and foreign policy. Primarily for freshmen.

201. Introduction to American National Government. A study of the federal government and its constitutional development. Prerequisite: sophomore standing.

202. State and Local Government and Politics. A study of the political institutions of the 50 states and their subdivisions (counties, townships, cities, etc.); also, the Constitution of Illinois, to meet one of the Illinois requirements for teachers. This course is a sequence to Government 201, although both can be taken independently. Prerequisite: sophomore standing.

302. Business and Government. See Economics 302.

303. Government and Labor. See Economics 303.

310. Public Finance. See Economics 310.

311. Party and Pressure Politics. A study of the problems and conduct of elections and primaries in the United States. Special studies are made of current political campaigns. Prerequisites: History 101 and 102 or Government 201 and 202 or History 251 and 252, junior standing or consent of the instructor.
First term

320. Citizenship and Christian Ethics. A study of areas, methods and functions of responsible citizenship in terms of the Judaeo-Christian

value system as found in pronouncements of church bodies and official commentaries on these. A study of case histories of various types of action and literature on the subject of responsible citizen-participation in the affairs of local, state, and national government and international affairs. Identification of existing unsolved problems. Opportunity to work on some supervised project to apply knowledge gained. Prerequisite: Government 201 or 202.

330. Government and Politics in Metropolitan areas. Organization, administration and functions of government in metropolitan areas; some special problems. Prerequisite: Government 201 and 202. Junior standing or consent of the instructor.
Second term

341. Foreign Governments, I. A study of government and political activity in England, Canada, France, Germany, Italy, Switzerland, the Scandinavian countries. Prerequisites: History 102 or Government 201 or 202. Junior standing or consent of the instructor.
First term

342. Foreign Governments, II. A study of government and political activity in the USSR and selected countries of Latin America and Africa. Prerequisites: History 102 or Government 201 or 202. Junior standing or consent of the instructor.

343. Foreign Governments, III. A study of government and political activity in China, Japan, and India and Asia in general.
Third term

351. Political Theory of the Eighteenth Century. An historical survey and philosophical analysis of political theory from the time of the Greeks to the close of the seventeenth century. Required reading from the works of Plato, Aristotle, Machiavelli, Hobbes, and Locke. Prerequisite: Government 201 or 202.
First term

352. Modern Political Theory. A continuation of Government 351, from the beginning of the eighteenth century to the present. Required reading from Rousseau, Burke, Hegel, Mill, and Communist, Fascist, and Socialist theorists. Prerequisite: Government 201 and 202.
Second term

360. Public Administration. A study of the nature, scope, and development of the American administrative system, the theory of organization, staff and auxiliary agencies, chief executive, administrative departments, independent regulatory agencies, government corporations, administrative relationships, and science in administration. Prerequisite: Government 201 or 202.
Third term

361. Legislatures and Legislation. A study of the legislative process, methods of getting information, public opinion, and special interest. Prerequisite: Government 201 or 202. Junior standing.
Third term

380. World Politics. A study of states in relation to each other; as friends, rivals, contestants; the influence of nationalism, economic rivalry, power politics; causes of conflict, means of resolving conflict and avoiding war. Prerequisite: Government 201 or 202 or History 102.
First term

381. International Politics of the Far East. Background of Far Eastern international relations. World War II and its aftermath. Nationalism. The bi-polar conflict in Asia. The politics of neutralism or non-alignment. U. S. policy in Asia.

392. International Law and International Organization. A study of the growth and nature of international law, substantive and procedural rules, current problems, new developments. A study of the nature, organization, and functions of international organization, serving political and economic ends.

395. American Constitutional Law and Theory. A study of leading principles of American government as developed through judicial interpretation of the Constitution. Prerequisite: Government 201, 202, or consent of the instructor. Junior standing.
First term

Seminars and Individual Study

401. Independent Study. Selected reading, written reports, conferences. Prerequisite: junior or senior standing. By arrangement with the instructor.
Third term (1965–66 and alternate years)

402. Soviet Civilization Seminar. An interdepartmental (see Economics 402, English 402, and History 402) or a departmental seminar on political and cultural life in the USSR. Prerequisite: consent of the instructor.
By special arrangement

404. Senior Seminar. Required of all majors in government. A schedule of reading, reports, and discussions designed to give a broad knowledge of the literature in the discipline of political science.
Second term

HISTORY

F. Garvin Davenport, *Professor, Head*
Cecil C. Brett, *Associate Professor*
Mary Bartling Crow, *Assistant Professor*
Douglas R. Spitz, *Assistant Professor (on leave 1966–67)*
William L. Urban, *Assistant Professor*
Roland M. Baumann, *Instructor*

Field of Concentration

(a) A minimum of ten courses, including at least two courses from the 101-103 sequence, 251 and 252, and 400.

(b) Five courses in a related department.

(c) The senior comprehensive examination in history or a thesis.

101. Western Civilization. The main cultural and political features of Ancient and Medieval Civilization.
First term *Staff*

102. Western Civilization. A continuation of 101, but may be taken separately. Emphasis on the Renaissance, Reformation, Commercial Revolution, and rise of national states through the Napoleonic era.
Second term *Staff*

103. Western Civilization. A continuation of 102, but may be taken separately. Emphasis on the main political, social and economic forces in Europe since 1815.
Third term *Staff*

201. Oriental Civilization I. (Asia before 1600) *Staff*

202. Oriental Civilization II. (1600 to present) *Staff*

203. Oriental Civilization III. Selected topics in cultural and social institutions (economic, government, family, and religions). Philosophy and the arts in modern Asia. Special attention will be given to the impact of Western civilization. *Staff*

251. American History, 1492-1865. A study of the main political, social, and economic factors in the colonial, early national and Civil War periods. *Mr. Davenport*

252. American History Since 1865. A continuation of 251, but may be taken separately. Emphasis on Reconstruction, rise of big business, agrarian and labor movements, the New Deal, and the United States as a world power. *Mr. Davenport*

290. Latin America. Emphasis on the independence movements and the political and social development of the modern republics. *Mrs. Crow*

301. Modern China. Covers the period from 1800 to the present, with emphasis on the impact of the West on China.

302. Modern Japan. Social, economic, and political development of modern Japan, with emphasis on the Japanese response to the problems posed by contacts with the Western world.

303. Modern India. A study of political, social, and economic factors in modern India, with particular attention to British colonialism and the independence movement. *Mr. Spitz*

311. History of Greece. From the Minoan Civilization through the Hellenistic period. Emphasis on the social, cultural, and political development significant in the context of Western civilization. Not open to freshmen.

312. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the role of Rome in the founding of Europe. Not open to freshmen.

313. History of Education. Starts with the educational institutions of Europe, but the emphasis is on the evolution of the American public school system. Some attention to colleges and parochial schools.

322. Medieval History. A study of medieval social and cultural life and its influence on later history. Prerequisite: History 101 or consent of instructor. *Mr. Spitz*

333. French Revolution and Napoleon. The ancient regime, the enlightenment of the eighteenth century, the revolution, and the rise of Napoleon. Prerequisite: History 102 or consent of instructor. *Mrs. Crow*

334. Nineteenth Century Europe. A study of the industrial revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1890. *Mrs. Crow*

335. Twentieth Century Europe. An investigation of European history from 1890 to the present with emphasis on imperial and Nazi Germany as the focal point of European politics. *Mr. Davenport*

341. History of Great Britain. English political and social development from the fifteenth to the eighteenth century. *Mr. Spitz*

342. History of Great Britain. A continuation of 341, but may be taken separately. Growth of the Empire, the development of the modern parliament, and political and social reform. England in the two world wars of the twentieth century. *Mr. Spitz*

343. Tudor-Stuart England. The social, economic, and political development of England from the late fifteenth to the early eighteenth centuries. Special emphasis on the seventeenth century revolutions. *Mr. Spitz*

344. Modern Russia. A study of the political, social, and economic development in Russia in the nineteenth and twentieth centuries. Emphasis on the period since 1856 with special attention to Marxian ideology. *Mr. Spitz*

351. History of American Culture. A study of American social and cultural growth from the colonial period to about 1910. Prerequisite: History 251-252 or consent of the instructor. *Mr. Davenport*

353. Twentieth Century America. A study of the social and intellectual life of the United States from about 1910 to the present. Prerequisite: History 351 or consent of the instructor.

384. History of the South. A study in regional history. Emphasis on the social and economic life of the South from 1800 to 1880.

Mr. Davenport

Seminars and Individual Study

400. Junior Seminar. Introduction to historical method and research. Individual projects. Required of all history majors in the junior year.

First term *Mr. Davenport*

404. Studies in American Civilization. Individual projects in American social history since 1870.

By special arrangement *Mr. Davenport*

408. Senior Seminar. Individualized study in American or European history.

Second term *Mr. Davenport and Staff*

MATHEMATICS

Rupert D. Boswell, Jr., *Professor, Head*
Lyle Finley, *Professor*
Paul Cramer, *Associate Professor*
James McAllister, *Associate Professor*
John D. Arrison, *Assistant Professor (on leave 1965–67)*
James R. Wall, *Instructor*
Fern W. Cramer, *Instructor*

Field of Concentration

(a) A major in mathematics shall consist of a minimum of: Mathematics 151, 152, 251, 252, 254, 311, 312, 301, 302 and a seminar or independent study course. A reading knowledge of French, German, or Russian is required.

(b) Students who complete the teacher certification requirements may obtain a major in mathematics consisting of at least 10 term courses including mathematics 151, 152, 251, 311, 312, 316 or 401, and a seminar or independent study course. A reading knowledge of French, German, or Russian is recommended.

(c) Five related courses from one or two other subjects approved by the department.

NOTE: No course numbered below 151 will be counted toward a major in mathematics.

100. Introduction to Mathematics. The number system, sets, axioms, classical and modern geometry, functions and graphs. This course is designed for the general liberal arts student.

105. Mathematics of Finance. Interest, discount, annuities, amortization, sinking funds, bonds, depreciation, elements of actuarial science.

106. Elementary Statistics. A study of central tendency and variability; frequency, binomial, normal and chi-square distributions; correlation and regression; analysis of variance, and applications in related fields.

110. Essentials of Mathematics I. Fundamental operations with natural numbers, inequalities, decimal numbers, percentage, measurement, irrational numbers. Enrollment limited to students preparing to teach elementary school mathematics.

111. Essentials of Mathematics II. A continuation of Mathematics 110 with emphasis on the structure of the real number system and its subsystems; topics from elementary geometry. Prerequisite: Mathematics 110.

131. Principles of Mathematics. Review of some topics in algebra, functions, trigonometric functions and systems of equations. This course is designed as a pre-calculus course for those who are not proficient in algebra and trigonometry. Prerequisite: two and one-half units of high school mathematics.

151. Analytic Geometry and Calculus I. Elements of analytic geometry and of the calculus of functions of one variable. Prerequisite: three and one-half units of high school mathematics or Mathematics 131.

152. Analytic Geometry and Calculus II. Continuation of Mathematics 151. Prerequisite: Mathematics 151.

251. Analytic Geometry and Calculus III. Continuation of Mathematics 152. Prerequisite: Mathematics 152.

252. Analytic Geometry and Calculus IV. Infinite series, partial derivatives, multiple integrals, introduction to differential equations. Prerequisite: Mathematics 251.

254. Differential Equations. An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 252.

301. Advanced Calculus. A theoretical development of the calculus of one and several variables including topological concepts, limit theorems, differentiation, integration, series, pointwise convergence and uniform convergence. Prerequisite: Mathematics 252.

302. Advanced Calculus. Continuation of Mathematics 301. Prerequisite: Mathematics 301.

306. Applied Mathematics. Vector analysis, Laplace transform, numerical solutions of ordinary differential equations, partial differential equations, boundary value problems, problems from mathematical physics. Prerequisite: Mathematics 254.

307. Applied Mathematics. Continuation of Mathematics 306. Prerequisite: Mathematics 306.

311. Introduction to Modern Algebra. Rings, integral domains, fields, groups, determinants and matrices. Prerequisite: Mathematics 152.

312. Introduction to Modern Algebra. A continuation of Mathematics 311. Prerequisite: Mathematics 311.

315. Theory of Numbers. The properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences, residues, additive number theory. Prerequisite: Mathematics 152.

316. College Geometry. Foundations of plane geometry, geometric constructions, use of loci, fundamental theorems, the harmonic range, systems of circles, inversion. Prerequisite: Mathematics 152.

339. Probability and Statistics. Probability, mathematical expectation, sampling, distributions, testing hypotheses, regression and correlation, analysis of variance. Prerequisite: Mathematics 152.

340. Probability and Statistics. Continuation of Mathematics 339. Prerequisite: Mathematics 339.

341. Functions of a complex variable. Algebra of complex numbers, limits, differentiation, analytic functions, integration, series, residues, conformal mappings. Prerequisite or co-requisite: Mathematics 302.

401. Projective Geometry. An axiomatic approach to projective geometry. Prerequisite: Mathematics 152.

411. Introduction to Topology. Metric spaces, general topological spaces, compactness, separation and connectedness. Prerequisite: Mathematics 312.

412. Introduction to Topology. Continuation of Mathematics 411. Prerequisite: Mathematics 411.

421. Independent Study and Seminar. Selected topics in advanced mathematics. Prerequisite: Mathematics 312.

422. Independent Study and Seminar. A continuation of Mathematics 421.

Engineering 101. Engineering drawing and descriptive geometry. Use of instruments, orthographic projections, dimensioning, sectioning, and pictorial drawing. Representation of points, lines, planes, and curved surfaces with applications. *Mr. Cramer*

Engineering 102. A continuation of Engineering 101. *Mr. Cramer*

Engineering 203. Surveying. Plane and topographical surveying with field work in the use of tape, level, and transit. Prerequisite: Mathematics 131 or the equivalent.

Engineering 207. Analytic Mechanics. See Physics 207.

MODERN FOREIGN LANGUAGES

Harry Obsorne, *Professor of French, Head*
Dorothy Donald, *Professor of Spanish*
Erika Blaas, *Associate Professor of German*
Constance Hampl, *Associate Professor of French*
Momcilo Rosic, *Associate Professor of Russian*
Edenia Guillermo, *Assistant Professor of Spanish*
Arturo Serrano, *Assistant Professor of Spanish*
Samuel Jaffe, *Instructor in German*
Jack Tsukamoto, *Instructor in Japanese (on leave 1966–67)*

Field of Concentration

(a) A departmental unit of at least eight term courses beyond 101-102 covering the significant periods of the literature. Proficiency in the spoken and written language, verified at two different levels, evidence of ability to develop a linguistic or literary subject involving research, organization, and critical judgement through at least one independent study course.

(b) A minimum of five term courses chosen from one or two related fields with the approval of the departments concerned. When the related field is a second foreign language, a minimum of four term courses beyond 101 and 102 and satisfactory proficiency in the spoken and written language.

(c) Senior comprehensive examination

(d) Foreign language selected as a teaching minor by majors in other departments: four term courses beyond the elementary level and satisfactory proficiency in the spoken and written languages.

Students are encouraged to participate in the foreign study program which provides for a summer, a term, or a year in a foreign country. Contacts in the past have been made with Universite Laval, Quebec; University of the Americas; National University of Mexico; The Sorbonne; Heidelberg; and Freiburg i. Br. Candidates for foreign study must be approved by the department and programs must be planned well in advance.

On the basis of placement examinations, recommendations for courses are made to students who wish to continue a language studied in high school. A proficiency examination provides a means of meeting the foreign language requirement for graduation.

FRENCH

101. Elementary. Introduction to spoken and written French. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns. This course builds a foundation for reading the language.
First or second term *Staff*

102. Elementary. A continuation of 101.
Second or third term *Staff*

201. Intermediate. Selected readings of modern literature, with conversational approach. Continued emphasis on oral and written expression aided by laboratory practice.
Each term *Staff*

202. Intermediate. A continuation of 201.
Second or third term *Staff*

299. Written and Oral Practice. A study of French language structure beyond the intermediate level. Grammar, written, and oral composition and insistence on accuracy of expression. Prerequisite: French 202.
First or third term *Dr. Hampl*

300. Survey of French Literature. Medieval, Renaissance, and Classical Periods.
First term (1965–66 and alternate years) *Dr. Osborne*

301. Survey of French Literature. Modern period (from the eighteenth century)
Second term (1965–66 and alternate years) *Dr. Hampl*

302. Masterpieces of the Nineteenth Century. Studies in Romanticism with emphasis on Chateaubriand, Lamartine, Hugo, Musset, and Vigny. Prerequisite: French 299 or consent of the instructor.
First term (1966–67 and alternate years) *Dr. Hampl*

303. Masterpieces of the Nineteenth Century. Studies of realism and naturalism in the drama, short story, and novel, as well as the Parnassian poets. Prerequisite: French 301 or consent of the instructor.
Second term (1966–67 and alternate years) *Dr. Hampl*

304. Masterpieces of the Seventeenth Century. Studies in French classicism, with readings from Descartes, Corneille, Racine, Moliere, Pascal, La Fontaine, Madame de Sevigne, and LaBruyere.
Third term (1966–67 and alternate years) *Dr. Osborne*

305. Contemporary French Literature. Drama, poetry, and prose of the twentieth century.
Third term (1965–66 and alternate years) *Dr. Osborne*

320. Individual or Group Study. Specialized study, under guidance of the instructor, of certain aspects or periods of French literature, i.e., medieval literature, the "Encylopedists," French lyrics, memoirs and letters.
Each term *Staff*

401. Independent Study. Individual research problems under guidance of the instructor.
Each term *Staff*

460. Methods of Teaching Modern Foreign Languages. Discussion, observation, and practice in the field of foreign language teaching. Introduction to phonetics and linguistics. Attention given to teaching in elementary grades and practice with audio-visual aids.
Second term (1966–67 and alternate years) *Dr. Donald*

GERMAN

101. Elementary. An introduction to the German language, with emphasis on pronunciation and comprehension. Laboratory practice supplements classroom instruction. A foundation for reading and writing the language.
First or second term *Staff*

102. Elementary. A continuation of 101.
Second or third term *Staff*

201. Intermediate. Extensive reading of modern literature. Continued attention to written expression through diary, letter, and essay writing; further practice in conversation through class and laboratory work. Acquaintance with essential aspects of German culture, through such media as monthly German newsreels.
First or third term *Staff*

202. Intermediate. A continuation of 201.
First or second term *Staff*

299. Conversation and Composition. Concentrated training in fluent speech and correct writing. Practice with such material as book reviews and written and oral reports in the field of art and music.
First term *Staff*

301. Introduction to the Study of German Literature. A study of the major works and movements in German literature from the Early Period to the Age of Enlightenment. Extensive use of phonograph records of the "literatur-archiv." Prerequisites: 201-202 or the equivalent.
First or second term *Mr. Jaffe*

302. Introduction to the Study of German Literature. A continuation of 301 concentrating on the classical period through the early twentieth century.
Second or third term *Dr. Blaas*

320. Individual or Group Study. Specialized study, under guidance of the instructor, of certain aspects of German literature and scientific and philosophical writings. Prerequisite: a 300 course or consent of the instructor.
Each term *Staff*

401. Independent Study. Individual research problems under guidance of the instructor. Preparation for studies in Germany.
Each term *Staff*

460. Methods of Teaching German. See French 460.
Third term upon request *Dr. Blaas*

Reading in the Field of Concentration. See Chemistry 404, Biology 401, and Physics 401. In such courses the department acts as a consultant for German-language material.
By special arrangement *Dr. Blaas*

JAPANESE

101. Elementary. An introduction to standard Japanese, with emphasis on structural characteristics of the language. Laboratory exercises provide drills in pronunciation and practice in listening, comprehending, and speaking.
First term

102. Elementary. A continuation of 101, with introductory work in written Japanese.
Second term

103. Elementary Conversation and Composition. Review of the essentials of Japanese grammar covered in Japanese 101 and 102 with extensive drills and practice in speaking, comprehending, reading, and writing. The aim of the course is a synthetic understanding of the structure of the language rather than an analytical one.
Third term

201. Intermediate. Continued emphasis on the oral and written language. Readings from Japanese authors with audio-visual aids.
First term

320. Individual or Group Study. Specialized study under guidance of instructor of selected phases of Japanese literature. Oral approach.
Second or third term

SPANISH

101. Elementary. An introduction to Spanish as a spoken and written language. Regular practice in the classroom and laboratory in hearing and imitating current, realistic speech. Four-fold aim of speaking, comprehending, reading, and writing the language.
First or second term *Staff*

102. Elementary. A continuation of 101.
Each term *Staff*

201. Intermediate. Continued emphasis on the spoken and written languages, aimed toward adequate oral and written expression. Readings from modern literature, with analysis and interpretation. Acquaintance with cultural aspects of Spain and Spanish America.
Each term *Staff*

202. Intermediate. A continuation of 201.
Each term *Staff*

299. Written and Oral Practice. Spanish language structure beyond the intermediate level; conversation based on readings; written composition aimed towards accuracy of expression; use of tapes and discs.
First term *Mr. Serrano*

301. Introduction to Spanish Literature. Medieval period through Cervantes and Lope de Vega. Telescopic rather than microscopic approach. Prerequisite: Spanish 202.
First term (1966–67 and alternate years) *Dr. Donald*

302. Introduction to Spanish Literature. Baroque Age through Galdos. Prerequisite: Spanish 202.
Second term (1966–67 and alternate years) *Staff*

303. Generations of 1898 and 1914. Ganivet, Costa, Unamuno, Azorin, Maeztu, Menendez-Pidal, los Machado; Ortega, D'Ors, Perez de Ayala, Miro, Gomez de la Serna, Benavente. Prerequisite: Spanish 301 or 302.
Third term (1966–67 and alternate years) *Staff*

304. Contemporary Spanish Literature. Generation of 1927 (Lorca, Diego, Alberti, Guillen, Aleixandre, Salinas, Cernuda, Damaso Alonso, Hernandez); and brief appraisal of Post-Civil War Literature (Cela, Matute, Goytisolo, Gironella, Celaya, Otero). Prerequisite: Spanish 301 or 302.
Third term (1965–66) *Dr. Donald*

307. Spanish-American Literature. From colonial period through literature of social protest (Hostos, Varona, Montalvo, Gonzalez Prada). Prerequisite: Spanish 202.
First term (1965–66 and alternate years) *Dr. Guillermo*

308. Contemporary Spanish American Literature. From Modernismo to present time. Prerequisite Spanish 202.
Second term (1965–66 and alternate years) *Dr. Guillermo*

315. Drama of the Golden Age. A study of selected plays of Lope de Vega, Alarcon, Tirso de Molina and Calderon de la Barca, with analysis of dramatic structure and ideological concepts of the age. Prerequisite: Spanish 301 or 302.
Third term (1966–67 and alternate years) *Staff*

316. Cervantes. *Don Quijote, novelas ejemplares, teatro.* *Dr. Donald*

320. Individual or Group Study. Specialized study under guidance of the instructor of certain aspects or periods of Spanish and Spanish-American literature; i.e., literature before 1500, Romancero, the picaresque novel, chronicles of the Spanish conquest, short stories and essays, novels of the Mexican revolution, Modernismo.
Each term *Staff*

401. Independent Study. Individual research problems under guidance of the instructor.
Each term *Staff*

460. Methods of Teaching Spanish. See French 460.
Second term (1966–67 and alternate years) *Staff*

RUSSIAN

101. Elementary. Introduction to the spoken and written Russian language, with emphasis on the distinctive characteristics of the structure of the language. The laboratory affords drills in pronunciation and practice in listening, comprehending, and speaking. It also facilitates the acquisition of an active and passive vocabulary and use of grammatical principles.
First term

102. Elementary. A continuation of 101 including simplified reading of Chekhov.
Second term

103. Elementary. Review of elementary grammar and supplementary work covered in the first two terms. Practical experience in conversation and graded readings. It serves as a bridge between the elementary and intermediate courses. Prerequisite: Russian 102.
Third term

201. Intermediate. Continued emphasis on the oral and written language through laboratory practice. Readings from Russian authors, with audio-visual aids, affording a broader acquaintance with the Russian language and its people.
First term *Mr. Rosic*

202. Intermediate. A continuation of 201.
Second term

299. Conversation and Composition. The course is aimed to train students in understanding, speaking, and writing with some degree of fluency; and to aid them in acquiring an up-to-date vocabulary dealing with Russian and everyday life. Outside readings.
Prerequisite: Russian 202

301. Masterpieces of the Nineteenth Century.
First term *Mr. Rosic*

302. Masterpieces of the Twentieth Century.
Second term *Mr. Rosic*

320. Individual or Group Study. Specialized study, under guidance of the instructor, of certain aspects of literature and other fields of Russian culture.
Third term *Staff*

401. Independent Study.

MUSIC

Heimo A. Loya, *Professor, Head*
Elwood Ball, *Assistant Professor*
Paul R. Grischke, *Instructor*
Douglas Peterson, *Instructor*
Grace Gawthrop Peterson, *Instructor*
Dennis W. Sweigart, *Instructor*

It is the aim of the Music Department to provide:

1. Opportunities in performance and classwork for all students to develop an understanding and appreciation of music as a part of their liberal arts education.
2. A four-year course for students whose interest leads them to concentrate in music as an end in itself or as preparation for graduate study and a professional career.
3. A four-year course which will comply with state requirements in both music and education for students who wish to become supervisors or teachers of music in elementary and secondary schools.

Field of Concentration

(a) A departmental unit of at least the following courses: Music 102, 103, 201, 202, 321, 322, 402, and two courses in one area of Applied Music (private lessons).

(b) At least five related courses chosen with the approval of the adviser.

NOTE: A general major should carry, in addition to the above, Music 203, 301, 302.

A performance major should carry, in addition to the above, Music 311, and two additional courses in Applied Music.

A student preparing for certification in Music Education with vocal emphasis should carry Music 311, 312, 313 and an additional course in secondary applied music as well as the necessary courses in the Education Department.

A student preparing for certification in Music Education with instrumental emphasis should carry Music 311, 314, and one additional course in secondary instruments as well as the necessary courses in the Education Department.

101. Introduction to Music. This course is designed to develop an understanding of music through a study of musical materials, principles of organization, and historical styles. Open to all students; those with little or no musical experience should enroll in Section A; prospective majors and those with considerable musical training, Section B.
Each term *Staff*

102. Theory of Music I. An approach to the elements of music-melody, harmony, rhythm, and form, as employed during the functional

harmonic period, (eighteenth and nineteenth centuries), through the development of skills in hearing, singing, keyboard, writing, and analysis.
Second term *Mr. Loya*

103. Theory of Music II. A continuation of Music 102.
Third term *Mr. Loya*

201. Theory of Music III. Advanced Harmony. A continuation of Music 103.
First term *Mr. Loya*

202. Theory of Music IV. A continuation of Music 201.
Second term *Mr. Loya*

203. Counterpoint. The principles of modern counterpoint. Analysis and composition of two- and three-part inventions. Introduction to canon and fugue.
Third term *Mr. Sweigart*

301. Form and Analysis. A study of the principal forms and procedures of Western music from the late seventeenth century to the present. Prerequisite: Music 101.
First term (1966–67 and alternate years) *Staff*

302. Orchestration. Study of the characteristics and potential of orchestral instruments, and of their combination in small groups and in the full orchestra. Arranging original compositions for musical groups on the campus. Individual study.
Second term ((1966–67 and alternate years) *Mr. Grischke*

311. Conducting. Principles and methods of conducting, technique of the baton, interpretive study of both choral and instrumental scores, practical experience in conducting musical groups on the campus.
First term *Mr. Grischke*

312. Teaching Music in the Elementary Schools. Music fundamentals, teaching skills, and actual teaching methods at different age levels. A comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique.
Second term *Mr. Loya*

313. Music Education I. Teaching and administration of vocal music in secondary schools. The general music program, the changing voice, instructional problems, and materials for vocal ensembles and operetta production.
Third term *Mr. Peterson*

314. Music Education II. Teaching and administration of instrumental music in public schools. Techniques of group instruction, materials, and equipment. Principles and methods of conducting school orchestras and bands, including an intensive survey of the literature.
Second term *Mr. Grischke*

321. History and Literature of Music I. Study of works, styles, and musical activity from earliest times to the sixteenth century, including

the study of the relationship of the art to contemporary, social, cultural, and political circumstances. Emphasis on aural appreciation of style, evolution throughout history.
First term *Mr. Peterson*

322. History and Literature of Music II. Continuation of Music 321. From sixteenth century to the present.
Second term *Mr. Peterson*

323. Twentieth Century Music. A study of the contemporary trends in music as manifested in the works of such composers as Stravinsky, Schoenberg, Prokofieff, Hindemith, Bartok, Copeland, and Barber, and an evaluation of the jazz idiom. Designed to give students a background for intelligent appreciation and understanding of modern music. Prerequisite: 101 or consent of the instructor.
Third term *Mr. Grischke*

324. Sacred Music. Music specifically related to the Protestant church. Major sacred works from all periods are heard and discussed. A portion of the term's work is devoted to a critical appraisal of the standard church repertory of anthems, larger choral works, organ literature, and hymns. Provision is made in this part of the course for the student to pursue detailed studies pertinent to his major interest. *Mr. Ball*

Seminars and Individual Study

401. Seminar in Music Literature. Individual reading, listening, and reports. Prerequisite: five courses in music, and junior or senior status.
Staff

402. Independent Study. Research in an area of specialization. Open to students completing a major in music. *Staff*

Applied Music

Private Lessons. Instruction in solo performance is offered on a uniform basis of one 30-minute individual lesson and one class meeting weekly, with a minimum of one hour's practice daily, for one-sixth course credit each term. Music majors may elect to combine two one-sixth units (on a basis of two half-hour lessons and a class period per week) with a minimum of two hours' practice daily for one-third course credit each term. Private lessons on a non-credit basis are available only with the consent of the instructor.

Odd numbers indicate a one-sixth credit per term; even numbers, one-third credit.

Music 141 or 142	Organ	*Mr. Ball*
Music 241 or 242	Organ	*Mr. Ball*
Music 342	Organ	*Mr. Ball*
Music 442	Organ	*Mr. Ball*
Music 145 or 146	Piano	*Mr. Sweigart, Mrs. Peterson*

Music 245 or 246	Piano	*Mr. Sweigart*
Music 346	Piano	*Mr. Sweigart*
Music 446	Piano	*Mr. Sweigart*
Music 151 or 152	Voice	*Mr. Peterson*
Music 251 or 252	Voice	*Mr. Peterson*
Music 352	Voice	*Mr. Peterson*
Music 452	Voice	*Mr. Peterson*
Music 155 or 156	Orchestral Instruments	*Mr. Grischke, Mr. Loya*
Music 255 or 256	Orchestral Instruments	*Mr. Grischke, Mr. Loya*
Music 356	Orchestral Instruments	*Mr. Grischke, Mr. Loya*
Music 456	Orchestral Instruments	*Mr. Grischke, Mr. Loya*

Musical Organizations

261. Orchestra. A laboratory course in the theory and practice of orchestral and chamber music (one-sixth credit each term). *Mr. Loya*

262. Orchestra. A continuation of 261 (one-sixth credit each term). *Mr. Loya*

263. Orchestra. A continuation of 262 (one-sixth credit each term). *Mr. Loya*

264. College Choir. Registration by permission of the instructor. Attendance at choral society rehearsals required (one-sixth credit each term). *Mr. Peterson*

265. College Choir. A continuation of 264 (one-sixth credit each term). *Mr. Peterson*

266. College Choir. A continuation of 265 (one-sixth credit each term). *Mr. Peterson*

267. College Band. Registration by permission of the instructor (one-sixth credit each term). *Mr. Grischke*

268. College Band. A continuation of 267 (one-sixth credit each term). *Mr. Grischke*

269. College Band. A continuation of 268 (one-sixth credit each term). *Mr. Grischke*

Other musical organizations include the Monmouth Community Chorus, Stage Band, and the Men's and Women's Glee Club. Membership in each of these is open to all students (non-credit).

PHILOSOPHY

Samuel M. Thompson, *Professor, Head*
J. Prescott Johnson, *Associate Professor*

Field of Concentration

(a) A departmental unit of at least seven terms in philosophy, including either 301, 302, or 303, 304, and two terms of individual study.

(b) Five related courses chosen with the approval of the adviser.

101. Introduction to Philosophy. An introduction to the general field and methods of philosophy, and the basic problems in the philosophy of science and the philosophy of man and human culture.
Each term *Mr. Thompson*

102. Introduction to Logic. A study of logical relations with special emphasis upon the development of skill in the logical control and evaluation of thinking.
Second and third term *Mr. Johnson*

210. Advanced Logic. Techniques of symbolic logic and problems of logical theory.
First term *Mr. Johnson*

211. Philosophy of Education. Theories and basic concepts of education in relation to general philosophical issues. Open to sophomores, juniors, seniors. (This course may not be used to satisfy distribution requirements for graduation.)
Second term *Mr. Thompson*

213. Philosophy of Religion. A study of philosophical problems raised by basic religious beliefs and concepts. Open without prerequisite to all students except freshmen. This course is also listed under Bible and Religion, and may be used to satisfy Bible and Religion requirements.
Third term *Mr. Thompson*

301. Greek and Medieval Philosophy. A study of the development of Greek and Medieval philosophy, with emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Special attention to historical roots of contemporary problems. Prerequisite: 101, or junior or senior standing.
First term (1965–66 and alternate years.) *Mr. Johnson*

302. Modern Philosophy. A continuation of 301, but may be taken by students who have not had 301. A study of the major philosophers from the Renaissance to the present century. Prerequisite: 101, or junior or senior standing.
Second term (1965–66 and alternate years) *Mr. Johnson*

303. Ethics. An analysis of basic moral concepts and a study of their application in personal choice and decision, and of the principal historical and contemporary ethical theories. Prerequisite: 101, or junior or senior standing.
First term (1966–67 and alternate years) *Mr. Johnson*

304. Political Philosophy. Theories concerning the nature of the state, the nature of law, the authority of the state, and political obligation. A comparison of competing political philosophies. Prerequisite: 101, or junior or senior standing.
Second term *Mr. Thompson*

305. Contemporary Philosophy. Twentieth-century philosophy, its roots in nineteenth-century thought, and present issues in Anglo-American and European philosophy. Prerequisite: 301 and 302, or consent of the instructor.
Second term (1966–67 and alternate years) *Mr. Johnson*

306. Oriental Philosophy. A study of the chief schools of thought of China and India, and their influence throughout the Orient. Prerequisite: 301 and 302 or consent of the instructor.
Second term (1966–67 and alternate years) *Mr. Johnson*

315. Aesthetics. A study of values in literature, music, painting and other arts, with special attention to the relation of aesthetic experience and judgment to scientific and religious thought. Prerequisite: 101, or junior or senior standing.
First term (1966–67 and alternate years) *Mr. Thompson*

316. Philosophy of Science. The nature of scientific knowledge, the development of modern scientific concepts, and the relation of science to other methods of inquiry and areas of knowledge. Prerequisite: 101, or junior or senior standing.
Third term *Mr. Johnson*

Seminars and Individual Study

Each philosophy major is expected to take at least two individual study courses during each of the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may be admitted to these courses by permission of the instructor.

401. Philosophy Seminar. A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four courses in philosophy.
First term *Mr. Johnson*

402. Philosophy Seminar. A continuation of Philosophy 401.
Second term

405. Philosophy of History. A study of theories concerning the nature of historical knowledge and an examination of their assumptions. Seminar or independent study. Prerequisite: 301, 302.

411. Junior Independent Study. Individual reading, reports and papers in areas of special interest to the student. Prerequisite: four courses in philosophy.

412. Junior Independent Study. A continuation of 411.

421. Senior Independent Study. A continuation of 411 and 412, culminating normally in the preparation of a senior thesis. Prerequisite: 412.

422. Senior Independent Study. A continuation of 421. Prerequisite: 421.

PHYSICAL EDUCATION

Henry Andrew, *Assistant Professor, Head, and Acting Director of Athletics*
Robert Woll, *Associate Professor*
Norman Ellenberger, *Assistant Professor*
William Reichow, *Assistant Professor*
Margaret Jones, *Instructor*
Mary Fleming, *Instructor*

Field of Concentration

(a) A minimum of seven courses. The field of concentration must be approved by the head of the department.

(b) A minimum of five term courses in a related field, chosen in consultation with the faculty adviser.

Teaching Major. Ten of the following physical education courses are required—201 or 207, 202 or 208, 203, 204, 205, 300, 301, 302, 306, 400, 403, 405—in addition to the courses for certification from the department of education.

Basic Skills. Each student is required to demonstrate competence in six basic skills activities courses unless excused by a director of the college health service for medical reasons. This requirement can be met either by (a) passing the appropriate basic skills course or courses and/or (b) by a series of competency tests. Competency tests will be given in each of the basic skills at the beginning of each term and will consist of a written test and a performance test. Students wishing to take competence exams at other than the regular times will be charged for a special examination. Taking the basic skills and/or competency tests should normally be done in the freshman and sophomore years.

Intramurals. The intramural sports program provides an opportunity for all students to engage in athletic activities on an organized basis. It creates a permanent interest in sports, encourages the meaningful use of leisure time, and provides recreational activities throughout the college year.

Intercollegiate Athletics. Monmouth College is a member of the Midwest Intercollegiate Athletic Conference, and competes in baseball, basketball, cross-country, football, golf, swimming, tennis, track, and wrestling. For further information, write the Director of Athletics.

NOTE: Courses with the PEC designation are coeducational, PEM courses are open to men only, and PEW courses are open to women only.

Theory Courses

PEM 201: Coaching of Sports I

The techniques of executing salient skills of football and track are discussed. Team offense and defense in football are analyzed for their particular strengths and weaknesses. The mechanics of motion are applied to the proper execution of running and field events in track.

PEM 202: Coaching of Sports II
The techniques of executing the salient skills of basketball and baseball are discussed. Team offense and defense of basketball are analyzed for their particular strengths and weaknesses.

PEC 203: Elementary School Physical Education
Methods of teaching physical education in the elementary grades and secondary school with specific emphasis on developing a curriculum.

PEC 204: Organization and Administration of Physical Education
The philosophy of physical education and organization of an elementary and secondary school physical education program.

PEC 205: Rhythmical Activities
This course covers the fundamentals of rhythms, social, folk, and square dance. Emphasis will be placed on the analysis of skills and techniques of these rhythmical activities with special consideration given to the methods of teaching.

PEW 207: Individual Sports
A study of the methods of teaching individual sports at the secondary level. Emphasis will be placed on the analysis of the skills and techniques involved in individual sports as well as methods of instruction.

PEW 208: Team Sports
A study of the methods of teaching team sports at the secondary level. Emphasis will be on the analysis of skills and techniques of team sports with special consideration given to the methods of instruction.

PEC 300: Tests and Measurements
Physical education tests are examined, the statistical procedure for evaluation of test results is studied. Developing physical education tests is emphasized.

PEC 301: Anatomy and Physiology
A study of the structure and function of the human body. Specific consideration is given to application of principles of anatomy and physiology to physical education activities.

PEC 302: Kinesiology
A mechanical and anatomical analysis of human motion. Prerequisite: PEC 301.

PEC 306: Leadership Training
The purpose of this course is to provide an internship type of teaching experience. The student will serve as an assistant teacher in basic skills activities, as well as the intramural and intercollegiate athletics programs. To be taken during the junior and senior years.

PEC 400: Independent Study
This course acquaints the student with the formal procedure for developing a related research topic.

PEC 403: Corrective and Adaptive Physical Education

Development of a program of corrective and adaptive physical education for the elementary school and secondary school, with emphasis on exercises for postural deficiencies. Prerequisite: PEC 301 and 302.

PEC 405: Health Education

An understanding and interpretation of modern health aimed at the modern college student. This course employs various practical and useful procedures in the approach to the problems of health.

PHYSICS

Franklin A. Johnson, *Professor, Head*
Lyle W. Finley, *Professor*
James H. McAllister, *Associate Professor*
Charles E. Skov, *Associate Professor*

Field of Concentration

(a) A departmental major of at least seven term courses numbered 103 or higher and including Physics 308 and at least two other courses numbered above 300.

(b) Five related courses chosen from one or two departments and approved by the physics department.

101. General Physics. Fundamentals of mechanics, heat and sound. Four class meetings and one laboratory per week. Corequisite: Mathematics 151.
Second term *Mr. Skov*

101e. General Physics. Fundamentals of mechanics, heat and sound. Four class meetings and one laboratory period per week. Prerequisite: three years of high school mathematics or concurrent registration in college mathematics.
First term *Mr. Finley*

102. General Physics. Fundamentals of electricity and magnetism and optics. A continuation of Physics 101. Corequisite: Mathematics 152.
Third term *Mr. Finley*

102e. General Physics. Fundamentals of electricity and magnetism and optics. A continuation of 101e.
Second term *Mr. Finley*

103. General Physics. Fundamentals of optics and atomic physics. A continuation of Physics 101, 102. Prerequisite: Physics 102, Mathematics 152. (Students who have finished 102e may be admitted to Physics 103 with the consent of the instructor provided they have adequate mathematical background. These students will be required to perform extra work.)
First term *Mr. Skov*

207. Analytic Mechanics. Statics, coplanar forces in space, centroids, center of gravity, friction, moment of inertia, introduction to dynamics. Prerequisites: Mathematics 152, Physics 103.
Third term *Mr. Cramer*

208. Analytic Mechanics. Dynamics, rectilinear motion, curvilinear motion and rotation, work, energy and power, dynamics of rotating bodies, plane motion, impulse, momentum and impact. Prerequisites: Physics 207, Mathematics 251.
Third term *Mr. Skov*

Physics 210. Electrical Measurements. Theory and use of instruments for the precise measurement of electrical quantities. Error analysis of direct current and alternating current circuit analysis. Prerequisite: Physics 103.
Second term *Mr. Skov*

301. Light. Geometric and physical optics. Reflection, refraction, optical instruments, interference, diffraction, dispersion, polarization, laws of radiation, atomic and molecular spectra. Prerequisites: Physics 103, Mathematics 251.
Third term *Mr. Finley*

303. Electricity and Magnetism. An intermediate course in principles of electricity and magnetism and electrical measurements. Four class meetings and one laboratory period per week. Prerequisites: Physics 103, Mathematics 254, 309.
Third term *Mr. Skov*

304. Electricity and Magnetism. A continuation of the study of the principles of electricity and magnetism. Prerequisite: Physics 303.
First term *Mr. Skov*

305. Thermodynamics. An introductory course in the principles of thermodynamics. Prerequisites: Physics 103, Mathematics 251.
First term *Mr. Finley*

306. Applied Mathematics. See Mathematics 306.

307. Applied Mathematics. See Mathematics 307.

308. Atomic Physics. Properties of fundamental particles, atomic energy levels, excitation and emission phenomena, X-ray spectra, periodic arrangement of atoms, radioactivity, isotopes, nuclear structures, transmutations. Prerequisites: Physics 103, Mathematics 251.
Second term *Mr. Finley*

310. Electronics. An intermediate course in electronics. Prerequisites: Physics 210, Mathematics 254.
Third term (alternate years)

311. Theoretical Physics. Various topics, including the special theory of relativity and an introduction to quantum mechanics. Prerequisites: Physics 208, Mathematics 254.
Third term (1966–67 and alternate years) *Mr. Skov*

401. Seminar. Special topics in physics. Prerequisite: six courses in physics.
By special arrangement *Staff*

410. Independent Study. Special topics in advanced theoretical or experimental physics. Prerequisite: seven courses in physics.
First term *Staff*

PSYCHOLOGY

Frank S. McKenna, *Professor*
Harold J. Ralston, *Professor*
Dennis K. Kamano, *Visiting Lecturer*
Thomas J. Erwin, *Assistant Professor* (*on leave, 1965–1967*)

Field of Concentration

(a) A departmental major of at least seven term courses in psychology including 106, 201, 202, 222, and 401, together with necessary preliminary courses in biology and mathematics. Work in physics including light and sound is strongly recommended.

(b) Five courses chosen from one or two related fields with the approval of the adviser. Suggested fields include biology, mathematics, philosophy, sociology.

101. General Psychology. Introductory study of the fundamentals of experience and behavior. Prerequisite to all other courses in psychology.

106. Elementary Statistics. See Mathematics 106. (Mathematics 340 may fulfill this requirement.)

201. Experimental Psychology I. Study of the basic data and principles of psychophysics, sensation, and perception and emotion.
First term

202. Experimental Psychology II. Study of the basic data and principles of motivation, learning, and cognition.
Second term

222. Experimental Method. Introduction to methodology in psychology. Statistics and experimental design are discussed and implemented in the laboratory. Prerequisites: Psychology 106, 201, 202.
Third term

223. Abnormal Psychology. Personality disorders and maladjustments with discussion of the clinical approach to psychotherapy.
Second term (*1966–67 and alternate years*) *Mr. Ralston*

225. Developmental Psychology. Study of development from conception thru adolescence. Emphasis on maturation, experience, and learning.
(Not offered 1966–67) *Mr. Erwin*

301. Perception. The psychology of sensation and perception. Comparative and physiological data in sensation. Prerequisite: Psychology 201 or consent of the instructor.
Second term (1965–66 and alternate years)

302. Motivation. A study of the data and theories of the motivation of behavior. Homeostatic, ethological, activation and learning theory models are investigated in terms of the data. Prerequisite: Psychology 202 or consent of the instructor.
First term

303. Abilities. A study of human abilities and their measurement along with the nature of individual differences.
(Not offered 1966–67) *Mr. Erwin*

304. Social Psychology. The relation of personality to society and culture. Attention is given to the psychological aspects of human conflict and mass behavior.
Second term (1966–67 and alternate years) *Mr. Ralston*

305. Learning. The process of learning: data, theory, and relationships to other areas of psychology. Prerequisite: Psychology 202 or consent of the instructor.
Third term

306. Cognition. A study of the more complex phenomena in behavior, such as concept formation, symbolic processes, thought and language, decision. Prerequisite: consent of the instructor.
Second term

309. Theoretical Preblems in Psychology. A study of persistent problems in psychology, their historical importance and systematic significance. Serves to integrate the field of psychology and relate it to important allied disciplines. Prerequisite: four courses in psychology above 101.
Third term

311. Seminar. Assigned readings, oral and written reports, and group discussion on pertinent problems in psychology. Open to majors or to those who have had five courses in the field. May be repeated for credit.
By special arrangement

401. Independent Study. Directed individual study on selected topics in psychology. Weekly written reports and conferences. Required of students majoring in psychology.
By special arrangement *Staff*

402. Independent Study. A continuation of 401.
By special arrangement *Staff*

SOCIOLOGY

Madge S. Sanmann, *Professor, Head*
W. M. Paul Hurh, *Assistant Professor*

Field of Concentration

(a) One sociology course at the sophomore level, Sociology 301 and 401.

(b) Courses selected from those numbered 300 or above.

201. Introduction to Cultural Anthropology. Brief review of prehistoric race, language and culture, economic and social institutions, religion, art, attitudes, and values of native peoples.
First term

203. Societies Around the World. A comprehensive, systematic study of the chief types of societies, ranging from the primitive to the advanced industrial, in the major habitats of the world. One society is compared with another as a whole and specifically in terms of the origin of the people, their physical environment, economic system, government, religion, family life, social organization, structure, ideology, and socio-cultural change.
Second term

206. The Family. A study of the family as a social institution: its forms, function, development, organization, factors of disorganization, and trends.
First term

301. Principles of Sociology. Introductory analysis and description of the structure and dynamics of human society. Application of scientific methods to the observation and analysis of composition, social norms, group behavior, social stratification, social institutions and social change.
First term

302. Social Problems. Introductory survey of sociological aspects of important modern social problems. Emphasis on social interrelationship and cultural differences involved in their genesis, significance, and amelioration or prevention. Library reading and special reports. Prerequisite: Sociology 301 or consent of the instructor.
Second term

304. Home and Family Life. Analysis of psychological and sociological aspects of home and family life. Consideration of necessary early adjustments to significant interpersonal changes basic in the achievement of companionship and emotional interdependence. The development of economic insight, planning, and management basic in the economic contribution to family cohesion. Emphasis on individual fulfillment and family unity. Prerequisite: Sociology 206 or consent of instructor.
Third term

305. Population in Transition in the United States: Demography. A study of the composition, distribution, movements, and cultural pat-

terns of population and ethnic groups in the United States and its various regions. Attention is given to scientific analysis of problems and trends.
Second term

306. Social Stratification. System of social ranking with emphasis on class structure of the United States; power, prestige, and privilege as related to class differences; the culture and styles of life in different classes, status as determinant of personality, interaction and development, effect of social change and mobility. Prerequisite: Sociology 301.
Second term

308. Sociology of the Community. Nature, structure, and functions of various types of communities; their characteristics, group relations, and social institutions (home, school, church, government, health, wealth, leisure); modern trends molding rural and urban life. Attention is given to methods of modern redevelopment. Prerequisites: Sociology 301, 302, and/or 305.
First term (1966–67 and alternate years)

310. Crime and Delinquency. The nature, extent, and explanations of crime and delinquency; historical development of criminological thoughts, modern approaches and methods; a review of the theories of treatment and evaluation of programs for prevention and rehabilitation. Prerequisite: Sociology 301.
Third term

312. Racial Tensions and Cultural Conflicts. A survey of racial and cultural conflicts in contemporary civilization: theories of race and culture; relations between racial and cultural groups in specific situations in strategic areas of the world; the status of racial, religious, and ethnic minorities in the United States; organization, programs, and social movements designed to improve intergroup relationships. Prerequisites: Sociology 301 and 302.
First term (1965–66 and alternate years)

314. Introduction to Social Work. A survey of the field of social work. Historical development of social work concepts and philosophy; the present system and organization of social welfare and administration; the role of social work in contemporary society. Prerequisites: Sociology 206, 301, 302.
Second term

315. Mental and Physical Health in Family Living. The mental hygiene approach to tensions, conflicts, and crises in the development of family living. Fundamental principles of human nutrition. Selection of diet to meet nutritional needs of children (infancy through adolescence), adults and elderly members of the family. Prerequisite: Sociology 206 or consent of instructor.
Third term

316. Social Change. The implications of science and technology for social change; effects of innovation upon social relationships; theories of social change, social effects of major inventions; a cross-cultural analysis of the processes of "industrialism." Prerequisites: Sociology 301 and 305.
Third term

401. Seminar. Reading and research designed to give a background

in historical development, information concerning leaders, techniques and procedures, principles, projects and practices in original field research. Oral and written work required. Open to sociology majors or by the consent of the instructor.
By special arrangement

402. Independent Study. Introduction into an individual problem in a subject of interest to the student. Practice in library research, the use of specific research techniques and procedures, and field research. Oral and written work is required. Open to sociology majors or by the consent of the instructor.
Second term

403. Urban Sociology: Seminar. An analysis of the urban community. Includes nature, structure, inter-action and relationships evidenced by population, migration, housing, welfare programs, and juvenile delinquency.
First term (A part of the Associated Colleges of the Midwest Urban Education Program)

404. Studies in American Civilization. (See also English 404 and History 404). An integral historical, social, and cultural interpretation of life, thought, and institutions in the United States from 1870 to the present. Conducted on the seminar plan. Prerequisite: open to sociology majors, seniors, or with the consent of the instructor and Sociology 401 or 402. English or history majors should consult their advisers.
Third term

405. Contemporary Society: Russia. Description and analysis of social, economic, and political life against a background of geography, population, and development; values and ideology; family and education; communication and public opinion. Open only to seniors.
(1966–67 and alternate years)

406. Contemporary Society: Cultures of the Far East. The peoples, cultures, economy, religious life, government organization, family life, social organization, ideology, and socio-cultural change and development. Open only to seniors. See also History 406.
(1965–66 and alternate years)

407. Contemporary Society: South America. A survey of the cultures of South America, emphasizing the types of societies, their characteristics, and changes that have taken place. Attention is given to contemporary social, economic, and political problems. Open only to seniors.
(1965–66 and alternate years)

408. Contemporary Society: Africa. A survey of the cultures of Africa and patterns of behavior associated with them. Selected aspects of social and cultural change; consequences of commercialization of land and labor; consequences of Western education; emergent forms of stratification and race relations. Open only to seniors.
(1965–66 and alternate years)

409. Contemporary Society: The Near East. Survey of one or more major areas in terms of regional development and historical and modern social problems. Open only to seniors.
(1965–66 and alternate years)

SPEECH

Thomas L. Fernandez, *Associate Professor, Head*
Jean Liedman, *Professor*
James DeYoung, *Instructor*
Emily Goetz, *Instructor*

Field of Concentration

(a) A departmental unit of at least seven courses in addition to Speech 101, including 215, 221, 303, 316, 351, and 403.

(b) At least five related courses.

(c) Performance in dramatic production and/or intercollegiate forensics.

100. Theatre Workshop. Open to all students. Credit is given for satisfactory participation in the production of plays including both acting and the technical areas of scene construction, lighting, costuming, and makeup. May be elected for a maximum of 12 terms. One-sixth credit per term. *Mr. DeYoung*

101. Fundamentals of Oral Communication. Designed to help the student acquire knowledge and skill in selecting and evaluating speech materials, organizing and phrasing ideas, developing effective control of voice and action, and evaluating public speeches.
Each term *Staff*

102. Rhetoric and Public Address. Principles of rhetoric and public address. Special attention to matters of style, speeches for special occasions, persuasion, and parliamentary law.
Third term *Mr. Fernandez, Miss Goetz*

103. Introduction to Theatre Arts. Open to all students. Through the reading of plays and selected writings on dramatic production and criticism, this course is designed to give the student a critical platform upon which to base evaluations of dramatic art. May be elected for Humanities credit. *Mr. DeYoung*

200. Debate Seminar. Theory and practice in the methods and techniques of intercollegiate debating. Enrollment by consent of the instructor. One-third term credit. *Miss Goetz*

215. Stagecraft and Scene Design. A study of the technical and theoretical elements of dramatic production, combined with practical exercises in drafting, design, lighting, costuming, and makeup. Prerequisite: Speech 103 or consent of the instructor. *Mr. DeYoung*

221. Oral Interpretation of Literature. A study of principles and types of literature from the viewpoint of the oral interpreter. Emphasis is given to the essay, poetry, and narrative prose.
First term *Mr. Fernandez*

303. Discussion and Debate. The theory and application of argumentation to discussion and debate. A study of evidence, reasoning, and

methods of briefing. Laboratory exercise in discussion and debate. Prerequisite: Speech 102, or consent of the instructor.
Second term (1964–65 and alternate years) *Miss Goetz*

311. History of the Theatre. A survey of the theatre of the Western world from pre-Greek to the Nineteenth century. Emphasis on the evolution of play-writing, acting, and directing, production elements, audiences, and theatre architecture. Although material insures integration with courses in dramatic literature offered by other departments, the approach is primarily theatrical.
(1965–66 and alternate years) *Mr. DeYoung*

315. Oration Seminar. Theory and practice in the methods of extemporaneous speaking and oratory designed for intercollegiate competition. Enrollment by consent of the instructor. One-third term credit.
Mr. Fernandez

316. Principles of Stage Directing. A course designed to introduce the beginning student to the practical and theoretical aspects of directing. Readings in directing theory are combined with exercises in play selection, analysis, pictorial composition, stage movement, and general production planning. Each student casts and directs a short scene of a one-act play. Prerequisite: Speech 215 or consent of the instructor.
(1964–65 and alternate years) *Mr. DeYoung*

322. Advanced Oral Interpretation. A continuation of Speech 221 with special emphasis on dramatic literature, prose, and poetry. Prerequisite: Speech 221.
Third term (1964–65 and alternate years) *Mr. DeYoung*

351. Scientific Bases of Speech. An introduction to the scientific aspects of speech, including voice science, phonetics, and communication.
First term (1965–66 and alternate years) *Miss Goetz*

352. Introduction to Speech Correction. A study of the process of normal speech development and the causes and treatment of various speech disorders.
(1965–66 and alternate years) *Miss Liedman*

401. Independent Study. An individual program of reading and research under the guidance of the instructor.
By special arrangement *Staff*

403. Seminar in Speech. A capstone course for speech majors designed to coordinate studies in public address, theatre arts, and speech science.
Second term *Staff*

410. Independent Study. A continuation of 401.
By special arrangement *Staff*

445. Advanced Directing. Complete production of a play for laboratory or public performance along with suitable written analysis. May be elected a maximum of three terms. Prerequisite: Speech 316. One-third term credit. *Mr. DeYoung*

ADMISSION

ADMISSION

Students who show the ability to succeed scholastically at Monmouth are accepted for admission. In evaluating the student's record, the admissions committee pays close attention to the high school academic record, scores on aptitude and intelligence tests, recommendations of the high school principal or counselor, and extra-curricular activities.

Minimum requirements for admission are graduation from an accredited high school, completion of a college-preparatory course, and presentation of College Entrance Examination Board Scholastic Aptitude Test scores.

REQUIREMENTS FOR ADMISSION

Candidates must present a minimum of 15 secondary school units, 12 of them in English, history, social science, foreign language, mathematics and science (a unit is a subject carried for one school year). Four of the 12 units must be in English. All applicants must also present the results of the Scholastic Aptitude Test and a satisfactory recommendation from their high school principal or counselor. Candidates who do not meet these requirements may be considered on their merits.

APPLICATIONS BY FRESHMEN

Application forms and other information relating to admission may be obtained from the admissions office. A $10 fee must accompany the application. This fee is non-refundable and is not applicable to other college expenses. Application should be made early in the senior year of high school because Monmouth's enrollment is limited. The director of admissions will clarify and supplement the information in this catalog concerning admissions requirements and prospective students are invited to write or call him about their questions.

COLLEGE BOARD TESTS

Information about the Scholastic Aptitude Test and the Achievement Test of the College Entrance Examination Board may be obtained from the board at Box 176, Princeton, N. J., or Box 1025, Los Angeles, Calif., or from your high school guidance counselor. Each candidate is notified by the board about the testing date and location. Candidates are urged to make arrangements to take the tests sometime during the first part of their senior year in high school, although junior-year test results are also accepted.

Freshman students will be asked to take College Board achievement tests in foreign language and mathematics for counseling and placement purposes. The tests will be in the foreign language of the student's choice, a language he or she plans to continue in college, and in mathematics (Level I, standard, or Level II, intensive), provided he or she plans a course of study which will require courses in mathematics.

ADVANCED PLACEMENT FOR FRESHMEN

Monmouth grants advanced placement, college credit, and reduction of the distribution requirements to entering students who have demonstrated sufficiently strong preparation. Advanced Placement tests of the College Entrance Examination Board, tests given at Monmouth during orientation week, and school records may be used by the academic department concerned to make a recommendation that advanced placement credit be given.

Application for advanced placement should be made to the academic dean. Credit may be recorded if it does not void necessary admissions units. The granting of credit is authorized by the academic dean upon recommendation of the instructor who gives the course, the head of the department concerned, and the student's faculty adviser.

Credit for one or more term courses is granted and advanced placement at an appropriate level is offered to any entering students who have demonstrated college-level comprehension in one or more subjects. This credit satisfies any of the requirements for the degree just as do regular courses taken at Monmouth. It may not be substituted for any course subsequently failed. Information about the College Entrance Examination Board's advanced placement program may be obtained by writing to the director of the board's advanced placement program at 475 Riverside Drive, New York 27, N. Y.

ADMISSION COMMITTEE ACTION

All applicants are notified of their acceptance or rejection as soon as the admission committee takes official action on their application. Monmouth uses a "rolling" admissions policy, which means that ap-

Upperclass students help freshmen become familiar with the campus by guided tours.

plications are processed as soon as they are received and applicants generally are notified of the committee's action on their application within a month after the completed application is filed.

Monmouth has no formal "early decision" admissions program, but applications from junior-year students will be accepted and acted upon contingent on successful completion of the senior year.

APPLICATIONS BY TRANSFER STUDENTS

Students who wish to transfer to Monmouth from another school must present a transcript showing entrance credits accepted and credits earned while in attendance at that school.

HONORS AT ENTRANCE

To recognize and reward outstanding achievement by high school seniors applying for admission to Monmouth College, an Honors-at-

Entrance program has been established. A student may qualify for Honors-at-Entrance whether or not he has received financial aid.

High school seniors who rank in the upper 10 per cent of their graduating class will receive Honors-at-Entrance, including a certificate of merit issued by the college prior to the beginning of the academic year and listing as an Honors-at-Entrance student in honors convocation programs.

CAMPUS VISITS

Prospective students are encouraged to make appointments and visit Monmouth College, because experience has shown that this is an ideal way to form first-hand impressions of the college. During the academic year, the admissions office is open from 8 a.m. to 4:30 p.m., Monday through Friday, when prospective students and their parents may visit classes, talk with students and professors, and see the campus. Appointments for campus visits should be made through the admissions office.

ADMISSIONS PERSONNEL

In addition to the admissions counselors who are in the admissions office on the college campus, Monmouth has several regional admissions counselors in St. Louis, Chicago, New York, and the East Coast. They are listed on the inside front cover.

Monmouth also has an alumni admissions counselor program involving some 150 alumni in 130 cities in nearly 30 states. The alumni counselors are qualified, through their years at Monmouth and special contacts developed through this program, to counsel prospective students. The alumni admissions counselors are listed in the Directories section.

Monmouth students also serve as volunteer admissions office assistants, conducting campus tours, arranging weekend housing, and making other plans for campus visitors.

EXPENSES AND FINANCIAL AID

EXPENSES

Charges for attending Monmouth College are kept as low as they can be held in view of the college's determination to maintain and advance its quality academic program and high standards of teaching. Tuition and fees paid by the individual student generally cover less than two-thirds of the total it costs to provide the Monmouth educational program. The balance is composed of gifts to the college from alumni, friends, parents of students, foundations, corporations, and endowment income.

Students who qualify academically and need financial assistance can expect consideration at Monmouth. Scholarships, student loans, and campus employment can be combined to assist worthy students. Monmouth's financial aid program is designed so that, as far as possible, no student who qualifies will be denied a Monmouth education because he lacks financial resources.

Annual Expenses, 1966-67

Tuition and Fees	$1,740
Room and Board	860

An estimated $300 to $400 will be required for books, supplies, clothing, recreation, and other miscellaneous and personal items.

TUITION AND FEES

The charge for tuition and fees is $580 for one term and $1,740 for all three terms. This includes instruction and laboratory fees, the student health service, student insurance coverage, admission to all

regular athletic games, concert-lecture series events, college theater plays, the student newspaper, yearbook, and literary annual, forensics and student council events. Charges for laboratory breakage are billed at the end of each term.

SPECIAL STUDENTS

Special students—students working toward a degree but carrying fewer than three term courses—will be charged $195 per term course.

To register as a special student it is necessary to get written permission from the Dean of the college prior to the beginning of the term.

When a student carries more than 10 courses (including fractional courses) in an academic year, the additional charge will be $195 per term course. Any student who carries four full courses for two terms by special permission will be charged $195 for the second fourth course regardless of the number of courses carried during the year.

AUDITING COURSES

Full time students may audit courses, without credit and without charge, in addition to their regular academic program. To do this, they must have the permission of the instructor involved and the approval of the academic dean. Written permission of the instructor is required before an audited course is listed on the student's permanent record. Special students will be charged $95 per course.

MISCELLANEOUS FEES

Application Fee	$10.00
Graduation Fee (including cap and gown rental)	18.00
Student Teaching Fee (Education 401, 401S, 402, 402S)	10.00
Late Registration Fee	15.00
Late Payment Fee	10.00
Change of Registration (after first week of classes in each term)	5.00
Readmit—unexcused absence before or after vacation	10.00
Practice-Room Fee for Piano, Voice and Instruments, per term:	
One hour daily	5.00
Two hours daily	8.00
Organ Rental, per term	20.00

Special Examinations

Students who have unexcused absences from a regular final examination or an announced hour test will be charged a fee for a special make-up examination. The fee is $10 for a final examination, $5 for an announced hour test. A statement from the business office showing that the fee has been paid must be presented before the examination will be given.

Transcripts

Each student is entitled to two transcripts, showing the record of his work at the college, without charge. A fee of $1 will be charged for each additional transcript. No transcript will be issued until the student's college account has been paid.

Advance Deposit

When notified of admission, new students are required to pay a $100 advance deposit to apply to the third term tuition and charges. The $100 deposit will not be refunded if a student fails to enter school first term, or withdraws from college *during* the first or second term and fails to notify the registrar in writing before the first day of the following term.

Returning students are also required to pay a $100 advance deposit not later than May 1, which will apply to the following academic year's third term tuition and charges. Room reservations, pre-registration for classes, and student aid commitments cannot be made until the advance deposit is received. Refund privileges for returning students are the same as those for new students.

PAYMENTS

One-third of the annual charges for tuition, room and board must be paid on or before the first day of each term. Parents who have signed up for one of the following plans and are current with payments are considered paid at the beginning of the term.

Those parents desiring to spread the cost over several months have the following options:

1. Monmouth College Pre-Payment Plan
2. The Insured Tuition Payment Plan
3. Education Funds, Inc., Plan

The Monmouth College Pre-Payment Plan consists of eleven monthly payments. A schedule follows showing the dates and the amount of payment due. There is no charge for this plan; however, the parent or student is not covered by life insurance or permanent disability. Scheduled monthly payments as shown below will begin June 10. Monthly reminders are NOT sent, and the balance for each term is due on or before the first day of each term. If this plan is selected after June 10, past payments must be made up.

		1966-67
Advance deposit	Payable at the time of acceptance	$ 100.00
June 10		175.00
July 10		175.00
August 10		175.00
September 22		345.00
October 10		175.00
November 10		175.00
December 10		175.00
January 3		340.00
February 10		200.00
March 10		200.00
March 28		365.00
		$2,600.00

Any grants or scholarships by Monmouth College are applied as follows: One-third against the September charges, one-third against the January charges and one-third against the March charges. Any other fees or charges will be billed when the charges are made. A room reservation deposit of $25.00 is not credited to board, room and tuition charges. A $10.00 bookkeeping charge will be added per term for deviations of more than 30 days from the above schedule.

The Insured Tuition Payment Plan is a monthly pre-payment plan with life and permanent disability insurance on the parent. There is no interest charge for this plan, and since it is a pre-payment plan, the earlier you begin, the smaller the amount of your monthly payment. Any portion of the comprehensive fees can be financed through this plan. Further information on this plan may be obtained from the Business Office.

The Education Funds, Inc. Plan is a deferred payment plan including comprehensive insurance on the life of the parent and the life of the student, and permanent disability on the parent. Any portion of the comprehensive fee can be financed through this plan with payments spread over twelve to forty-eight months. Further information on this plan may be obtained from the Business Office.

OTHER PAYMENT PLANS

Other plans for financing your son's or daughter's education are available from banks, saving and loan institutions, and insurance companies. We are bringing to your attention only two plans which might be of assistance to you in financing your son's or daughter's education.

It has been the experience of our parents in the past that last minute difficulties can be avoided by making the necessary decisions on financing the education costs as early as possible. Quite often this can reduce the size of monthly payments.

Room and Board Charges

The charge for room and board per school year is $860. During the official school year, 21 meals per week are served at the college dining hall. The first meal following a vacation period will be served the morning of the day classes are resumed. The dining room will be closed during the period between final examinations and registration for the new term.

The charge for room includes complete weekly linen service.

Room reservations are made only on payment of the $100 advance deposit and a $25 room deposit. Rooms are reserved in the order in which the deposits are received.

Refunds

If it becomes necessary for a student to withdraw from college, refunds of tuition only will be made in accordance with the following schedule:

Two weeks or less	80%
During third week	60%
During fourth week	40%
During fifth week	20%
Thereafter	no refund

The first week ends on the first Saturday after the opening of classes.

Refund of board charges will be based on the unused portion of the term, less a penalty of two weeks.

Room rent is not refundable under any circumstances. Students who are not able to abide by residence hall regulations, or who show marked unwillingness to cooperate with the house director, may be asked to move from their rooms without privilege of refund.

No refund is made to a student dismissed or suspended for disciplinary reasons.

FINANCIAL AID

Students who meet the admissions standards of the college may secure educational cost assistance in meeting their college expenses if a need is shown. Educational cost need is the difference between one year's educational cost (tuition, books, board, room, etc.) and the student's resources for the same period (aid from parents, guardian, relatives, personal savings and vacation earnings, other scholarships and awards, etc.).

To determine the need factor the student must complete, with his parents, a College Scholarship Service (CSS) form when he applies for financial aid. On this form he and his parents supply information about the family's income, assets, debts and other conditions affecting this factor in the student's resources. The completed form is sent by the applicant to College Scholarship Service, Box 175, Princeton, New Jersey. CSS forms may be secured from the secondary school guidance office. Present students may obtain forms from the college office of student aid and placement.

CSS computes an estimate of the family's financial means and furnishes this information to the college. The estimate states how much the family might reasonably be expected to pay toward the student's college expenses during the year. The CSS estimate and other information the college may have determines the amount and kinds of aid which may be given.

Monmouth College believes that the assumption of a reasonable amount of business-related responsibility during the collegiate years develops maturity and post-college adjustment. For this reason, every effort is made to combine scholarships, grants-in-aid, and loans in meeting a student's need for financial aid.

SCHOLARSHIPS

Freshman awards are made to students who rank in the upper quarter of their high school class and whose ability, character, and promise of achievement are outstanding. The size of the scholarship depends on the amount of financial need and the student's rank in class and activity record. Upperclass students who have maintained a cumulative grade-point average of at least 3.0, need financial aid, and whose ability, character, and record indicate continued high achievement are eligible for scholarships.

GRANTS-IN-AID

These awards are made to students with financial need who do not qualify academically for scholarships. Freshmen can qualify for a grant-in-aid by ranking in the upper half of their high school class, showing academic promise, and having a record showing good character, leadership potential, and participation in extra-curricular activities.

Upperclass students must have a cumulative grade-point average of at least 2.0 and a college record indicating good character and conduct and continued satisfactory achievement.

STUDENT LOANS

Most student loan funds at Monmouth are the revolving type, with repayment going back into the fund for re-loaning to other students with financial need. Interest rates are usually three to four per cent and repayment does not begin until the student ceases full-time attendance. These funds are available to any student in good standing who demonstrates financial need.

In loan funds Monmouth administers under the National Defense Education Act, interest begins with the second year after graduation and the student has 10 years to repay the loan. Interest charges and repayment of principal is deferred for three years if the student enters the armed services or graduate school. Students beginning careers as teachers may have 10 per cent of their loan cancelled each year for a maximum of five years.

In addition to loan funds administered by Monmouth College, a list of other scholarships and loan funds administered by independent organizations is available to those who wish to make their own arrangements.

UNITED STUDENT AID FUNDS

Loans granted through the United Student Aid Funds, Inc., are also available through Monmouth College. This is a national non-profit

corporation established to endorse bank loans to deserving college students who could not otherwise obtain such loans. Details are available at the college office of student aid and placement.

PART-TIME EMPLOYMENT

Although there may be a slight variation in the number of jobs available to students on the campus and in the community from year to year, the number, generally, is slightly more than 200. Campus jobs include secretarial-type work, building and campus maintenance, switchboard operation, residence hall desk duty, library clerical work, residence hall counseling, food service duties, and messenger services. The food service and residence hall positions pay from one-third to full board. Other jobs are at hourly rates ranging from 75 cents to $1.25 per hour.

Student assistantships in the various departments provide a limited number of jobs to upperclass students recommended by department heads.

The college feels that part-time employment demands are reasonable in the number of hours per week required (this varies with jobs), and expects the student to make whatever adjustments are required to accommodate his work, study, and social program to the end that his academic program does not suffer.

The college student aid office also lists community part-time jobs and notifies those students who have indicated an interest in part-time work. The college student aid office does not list jobs with excessive hourly demands, unreasonable night-time hours, or environmental factors that are undesirable.

PROCEDURE FOR APPLICATION

New students applying for any form of financial aid must first apply for admission and be accepted. Then the parents of the applicant must complete the College Scholarship Service "Confidential Statement" in support of the request for aid. Forms may be obtained at your local high school. Upperclass students applying for financial aid must complete the CSS "Confidential Statement" which may be obtained at the college office of student aid and placement.

All financial aid is awarded with the understanding that the applicant is a full-time student and will allow sufficient time to study. Failure to maintain the required scholastic average will result in cancellation of the award. All awards (except those for mid-year entrants) are made for a one-year period and one-third the award is deducted from the student's tuition charge each term.

Students holding awards must reapply before March 15 each year in order to obtain financial aid for the following academic year. Students receiving aid must live in college housing (unless their home is in Monmouth) and may not own or operate cars on the campus.

SCHOLARSHIPS, PRIZES, AND ENDOWMENTS

The scholarships, prizes, and endowed funds listed below have been made possible through the generosity of alumni and friends of the college and through other organizations and businesses interested in supporting independent higher education. It is hoped that recipients of financial aid will, in later life, when circumstances permit it, aid in continuing this program for the benefit of future generations of students.

ENDOWED SCHOLARSHIPS

Addleman Scholarship
Dr. and Mrs. J. A. Barnes Scholarship
Sarah Holmes Bigger Scholarship
Biggsville Scholarship
Bohart Scholarship
N. H. and Isabelle Brown Scholarship
George H. Brush Scholarship
Thomas McBride Bysart Scholarship
J. Boyd Campbell Scholarships
Special Anniversary Scholarship, Mrs. Jennie Logue Campbell
Hattie Boyd Campbell Scholarship
Josephine Carnahan Scholarship
Frank M. Carnahan Music Scholarship
John Carothers Scholarships
Class of 1901 Scholarship
Crimson Masque Scholarship
C. G. Denison-William M. Story Scholarship
John S. and Mary Louise Diffenbaugh Scholarship
Lois Diffenbaugh Scholarship
Elder Ministerial and Christian Work Scholarship
Bella B. Elliott Scholarship
Elmira Scholarship
John Q. Findley Scholarship
First Washington Scholarship
Founders Scholarship
Frew Scholarships
John Bunyan Galloway Scholarship
Garrity Scholarship
Gibson Scholarship
Special Anniversary Scholarship, Professor Russell Graham
Ellen Denman Green and John Walker Green Scholarship
John Charles Hanna Scholarship
Hanover Scholarship
Harmony Memorial Scholarship
Janet Shaw Hayes Scholarship
Nettie Firoved Herdman Scholarship
Lucia Elliott Hill Scholarship
Mabel Hinmann Scholarship
Hume Scholarship
Andrew Johnston Scholarship
Johnston Scholarship
Elizabeth M. Keller Scholarship
Emma Brownlee Kilgore Scholarship
Mrs. Mary Elizabeth Kilpatrick Scholarship
Jane Kinkaid Scholarship
Mattie Kinkaid Scholarship
John Barnes Kritzer Scholarship
Lafferty Scholarships
Margaret Lord Music Scholarship
Olive J. Lowry Scholarship
M. M. Maynard Memorial Scholarship
Kathryn Arbella McCaughan Scholarship
Mary Cooke McConnell Memorial Scholarship
Homer McKay Scholarship
McLaughlin Brothers Scholarship
Special Anniversary Scholarship, Mrs. Minnie McDill McMichael
Mrs. Louise C. Mills Scholarship
Nash Scholarships
Mildred Steele Nearing Scholarships
Norwood Scholarship
LaVerne Noyes Scholarship
Adam Oliver Scholarship
Robert Y. Park Scholarship
Luella Olive Parshall Scholarship
Margaret Pollack Scholarship
Margaret White Potter Memorial Scholarship
Prugh Scholarship
Reader's Digest Foundation Scholarship Fund
Luther Emerson Robinson Scholarship
Prudence Margaret Schenk Scholarship
Marion B. Sexton Scholarship
Shields Scholarships
Smith Hamill Scholarship
Somonauk Scholarship
Spring Hill Scholarship
St. Clair Scholarship
Stronghurst Scholarship
J. B. Taylor Scholarship
Nannie J. J. Taylor Scholarship
Esther M. Thompson Scholarship Fund
Martha Thompson Scholarships
Henry A. Todd Scholarship
J. L. Van Gundy Scholarship
Adaline Wilkin Waddell Scholarship
Martha Wallace Scholarship
J. F. Watson Scholarship
White Scholarship
David A. and Elizabeth Cameron Whiteman Scholarship
Eli B. and Harriet B. Williams Fund
Woodburn Memorial Scholarship
Woods Scholarships
Margaret N. Wordon Scholarship
John Wright Scholarship
Xenia Scholarship

MONMOUTH COMMUNITY AWARDS

Axline Drug Stores Award
Exchange Club Award
Ford Hopkins Award
Formfit Award
Little York Award
Lions Club Award
Monmouth Savings and Loan Association Award
Monmouth Trust and Savings Award
National Bank of Monmouth Award
Park 'N Eat Restaurant Award
Turnbull Award
Jessie McMillan Whiteman Award
Wirtz Book Company Award

SPECIAL SCHOLARSHIPS

Peg Stonerook Brinker Scholarship
Robert Ludwigsen Memorial Award
McCullough Scholarship
Graduate "M" Club Scholarship
"M" Club Scholarship
Moore Scholarship
Synodical Scholarships
Women's General Missionary Society of the United Presbyterian Church Scholarship

ENDOWED LOAN FUNDS

Mary Janet Downie Loan Fund

ANNUAL PRIZES AND AWARDS

The Blair Award, provided by Dr. and Mrs. Charles P. Blair, is presented to a student interested in the field of Latin.

Forensic Emblem. This medal is presented by the college and the Forensic League to those who have represented the college in intercollegiate debate or oratory.

The Bernice L. Fox Latin Prize. This $200 annual award, given by an anonymous donor, is made to a Latin student "whose progress is worthy of recognition." Miss Fox, associate professor of classical languages, will select recipients of the award.

The Cliff Struthers Hamilton Prize. A prize of $500 is awarded to an outstanding senior chemistry major.

The Lulu Johnson McCoy Prizes, endowed by her husband, J. Clyde McCoy, consist of two prizes of $50 and $25 to be awarded to students of outstanding quality who are majoring in music.

The William B. McKinley Prizes in English. In 1925 Senator William B. McKinley of Illinois endowed two prizes of $50 each to encourage individual research and advanced work in English. The prizes are awarded to students who offer the best theses on specially designed subjects.

Lena Lee Powell Pi Beta Phi Prize. This $200 award, endowed by Ervin D. Powell, is awarded each year to a member of Alpha Chapter of Pi Beta Phi of exceptional quality.

Mary Porter Phelps Prize. A prize of $50 is awarded to the student who, in the judgment of the faculty, has manifested superiority in scholarship, thrift and economy, and development of character. Only those who have completed at least two years' work at Monmouth College are eligible for this prize.

Sigma Tau Delta Freshman Prizes. Rho Alpha Chapter of Sigma Tau Delta offers three prizes on Commencement day to the freshmen writing the best compositions in verse or prose. Entries must be prepared especially for this contest.

Dan Everett and Eva Clark Waid Prize. This prize of $100 is endowed by Mr. and Mrs. Waid of New York, and is awarded by the faculty on the basis of all-around exeellence and development.

The Waid Prizes. Six prizes are offered for biographical reading as a means of cultivating interest in biography among college students. Three prizes of $25, $15, and $10 are offered to freshmen. Three similar prizes are available to members of the three upper classes. These prizes were endowed by Dan Everett Waid, '87.

LIBRARY ENDOWMENTS

The John A. and Margaret J. Elliott Library of Religious Education
The Kappa Kappa Gamma Memorial Fund
The John Lawrence Teare Memorial Library Fund

ENDOWED PROFESSORSHIPS

Alumni Professorship of Philosophy, endowed by alumni of the college in 1881 and held by Dr. Samuel Thompson, Professor of Philosophy.

Pressly Professorship of Natural Scienee, endowed by W. P. Pressly of Illinois in 1886 and held by Dr. Garrett W. Thiessen, Professor of Chemistry.

John Young Chair of Bible, endowed by the United Presbyterian Church Board of Christian Education and held by Dr. Charles J. Speel, III, Professor of Bible and Religion

KILLOUGH LECTURE FUND

Endowed by the Hon. W. W. Stetson of Auburn, Maine, to bring speakers to the college campus.

MEMORIAL FUNDS

Current memorial funds honoring former students and faculty-members include those for John Acheson, Dr. Hugh R. Beveridge, Harold Blair, Dean J. S. Cleland, Eleanor Gaddis Davidson, Donald Ralph Douglass, Mrs. E. A. Fetherstone, A. Y. Graham, Susan Harr, Paul Lohner, Robert Ludwigsen, Clyde E. Matson, Marie Meloy, David Brainerd Moore, Dr. C. A. Owen, Richard V. Owen, M.D.; Edna Browning Riggs, Henry Smith, Dr. Hugh B. Speer, T. Eleanor Wright. Others are the Ahlenius, Hawes, Leonard, Matchett and Soule memorial funds.

DIRECTORIES

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BOARD OF DIRECTORS

Responsibility for the control and operation of the entire program of the college is vested by charter in the Monmouth College Board of Directors. The 40-member group sets policy for the college at its semi-annual meetings and carries on a long-range program of development for the institution.

Directors come from varied geographical areas and represent a wide variety of professions. The board has five operating committees for academic affairs, degrees and nominations, financial and business affairs, development, and student affairs.

Monmouth College Board of Directors

Duncan Wimpress, President, Monmouth College, Monmouth, Illinois, *ex officio*

Roger J. Fritz, Chairman of the Board; Director of Management Development, John Deere & Company, Moline, Illinois

Donald Whiteman, Vice Chairman, Executive Vice President, City Reconstruction Corp., Kansas City, Mo.

Mrs. Frederick H. Lauder, Secretary of the Board, Monmouth, Illinois

Chalmer Spiker, Treasurer of the College; President (Ret.), National Bank of Monmouth, Monmouth, Illinois

Robert Acheson, Operations Supervisor, Illinois Bell Telephone Company, Chicago, Illinois.

Ralph C. Allen, Chairman of the Board, R. C. Allen Business Machines, Inc., Grand Rapids, Michigan

John C. Bailar, Jr., Professor of Inorganic Chemistry, University of Illinois, Urbana, Illinois

Merton Bowden, President, Monmouth Trust & Savings Bank, Monmouth, Illinois

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Miss Patricia Hofstetter, Judge, Whittier Municipal Court, Whittier, California

Gordon Jackson, Dean, Pittsburgh Theological Seminary, Pittsburgh, Pennsylvania

Eugene Kettering, Chairman of the Board, C. F. Kettering, Incorporated, Dayton, Ohio

John Kritzer, Attorney, Monmouth, Illinois

Sigmund Kunstadter, Chairman, Formfit Company, Chicago, Illinois

James Lexvold, Executive Vice President, Enterprise Wire Company, Blue Island, Illinois

Mrs. Ralph Liddle, Fort Worth, Texas

Dan Gold Long, Pastor, Broadway Presbyterian Church, Rock Island, Illinois

Robert McLoskey, Monmouth, Illinois

Graham McMillan, Vice President, Research & Development, Commercial Solvents Corporation, Terre Haute, Indiana

James Marshall, M.D., Physician, Monmouth, Illinois

Herbert C. L. Merillat, Executive Vice President, American Society of International Law, Washington, D.C.

N. Barr Miller, Attorney, Haynes and Miller, Washington, D.C.

Hugh Moffett, Assistant Managing Editor, Times-Life News Service, Paris, France

Lee L. Morgan, Executive Vice President, Caterpillar Tractor Company, Peoria, Illinois

Cyrus Osborn, Executive Vice President (Ret.), General Motors Corporation, Bloomfield Hills, Michigan

Blair Phillips, Jr., Vice President and Director, Shearson, Hammil & Company, Chicago, Illinois

William Pine, Scholarship Program Director, Ford Motor Company Fund, Dearborn, Michigan

Ivory Quinby, Partner (Ret.), Quinby-McCoy Insurance Agency, Monmouth, Illinois.

Neal Sands, President, Valley Bank and Trust Company, Des Moines, Iowa.

John Service, Sales Manager, John Deere Spreader Works, East Moline, Illinois

Simon Stein, Chairman of the Boards, Grain Processing Corporation and Central State Bank, Muscatine, Iowa

Darrow Thompson, President, Thompson Industries, Incorporated, Phoenix, Arizona

Paul E. Warfield, President, Warfield-McCullough Lumber Company, Monmouth, Illinois

H. Donald Winbigler, Dean of Students, Stanford University, Stanford, California

George Worcester, The Fulton Company, West Allis, Wisconsin

W. McClean Work, First Vice President (Ret.) Ketchum, Incorporated, Pittsburgh, Pennsylvania

THE FACULTY

Wimpress, Duncan 1964*

President. B.A., University of Oregon, 1946; M.A., ibid., 1950; Ph.D., University of Denver, 1958; graduate work at Claremont College and the University of Colorado.

Professors Emeriti

James Harper Grier, President Emeritus, Claremont, California.

Emma Gibson, Professor of Latin, Emerita, Glendale, California.

Robert W. Gibson, President Emeritus, Waverly, Ohio.

Thomas Hoffman Hamilton, Professor of Appreciation of Art, Emeritus, Monmouth, Illinois.

Mary Inez Hogue, Registrar Emerita, Claremont, California.

Mary E. McCoy, Librarian Emerita, Monmouth, Illinois.

Frank W. Phillips, Professor of Education, Emeritus, LaMesa, California.

Active Faculty

Allison, David C. 1962

Associate Professor of Biology. B.S., University of Illinois, 1956; M.S., ibid., 1947; Ph. D., Pennsylvania State University, 1960.

Andrew, Henry W. 1962

Assistant Professor of Physical Education. B.A., State College of Iowa, 1953; M.A., University of Iowa, 1960.

Arrison, John D. 1962

Assistant Professor of Mathematics. B.S., Michigan State University, 1956; M.S., ibid., 1958. Special academic leave, 1965-67.

Ball, Elwood H. 1953

Assistant Professor of Music and Dean of Men. B. Mus., University of Michigan, 1947; M. Mus., ibid, 1952; summer sessions, ibid., 1947-49; University of Michigan, 1950-1953; ibid., Teaching Fellow, 1951-1953.

Blaas, Erika 1956

Associate Professor of German. Ph.D., University of Innsbruck, Austria, 1949; Fulbright Fellow, University of Wisconsin, 1950-1951; Karls Universitat, Prague, 1943-1944; Universitat Graz, Austria, 1945-1947.

Blum, Harlow B. 1959

Assistant Professor of Art. B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; Illinois Institute of Technology, summer, 1963; Syracuse University, summer, 1962, 1964, 1965.

Boone, G. E. 1965

Lecturer in Oriental Art. Commander, USN (Ret.); Consultant in traditional architecture; study in Japan, 1956-1959.

Boone, Katherine P. 1965

Lecturer in Oriental Art. A.B. Monmouth College, 1930; M.A., Pennsylvania State University, 1936; study in Japan, 1956-1959.

Boswell, Grace H. 1962

Assistant Professor of English. A.B., LaGrange College, 1949; M.A., University of Georgia, 1952; Alumni Foundation Fellow, ibid., 1954-55; Ph.D., ibid., 1960.

*Year Joined Monmouth College Faculty

Boswell, Rupert D., Jr. 1962

Professor of Mathematics. B.A., Mississippi State University, 1950; M.S., ibid., 1951; Ph.D., University of Georgia, 1957.

Bradford, Anne M. 1946

Library Cataloger and Assistant Professor of Library Science. A.B., Monmouth College, 1935; B.S. in L.S., University of Illinois, 1948; University of Iowa, summer, 1930.

Brett, Cecil C. 1963

Associate Professor of Government and History and Director, East Asian Studies. B.A., University of British Columbia, 1948; M.A., University of Washington, 1950; Ph.D., University of Michigan, 1956.

Buchholz, Robert H. 1950

Professor of Biology. B.S., Fort Hays State College, 1949; M.S., Kansas State College, 1950; Ph.D., University of Missouri, 1957; Associated Colleges of the Midwest program at Argonne National Laboratory, 1962-63; University of Edinburgh, Scotland, 1963-64.

Cleland, Eva H. 1923, 1951

Professor of English. A.B., Washington State College, 1919; A.M., ibid., 1925; University of California, summer, 1928; University of Michigan, summer, 1932; University of Chicago, summer, 1933; Cambridge University, summer, 1936; Columbia University, summer, 1948, 1953; University of California, summer, 1959.

Cooksey, Benjamin F. 1965

Instructor in Biology. B.S., Kansas State College, 1960; M.S., ibid., 1962; Ph.D. candidate, Kansas State University.

Cramer, Fern W. 1946, 1957

Instructor in Mathematics. B.S.E., University of Arkansas, 1931 (Part-time).

Cramer, Paul 1946

Associate Professor of Mathematics and Engineering. A.B., Illinois College, 1925; M.A., University of Illinois, 1926; University of Chicago, summer, 1932, 1933.

Crow, Mary B. 1946

Assistant Professor of History. A.B., Monmouth College, 1941; Ph.M., University of Wisconsin, 1945; ibid., summer, 1942.

Davenport, Katye L. 1959

Instructor in Education. A.B., Mississippi State College for Women, 1930; A.M., Peabody College, 1937; Mississippi Program for the Improvement of Instruction, 1933-1938 (Part-time).

Davenport, Francis Garvin 1947

Professor of History and Director, Summer Session. A.B., Syracuse University, 1927; A.M., ibid., 1928; Ph.D., Vanderbilt University, 1936; Fellow, University of Illinois, 1928-1930; Fellow, Vanderbilt University, 1936; Social Science Research Council Fellow, 1941-1942.

Davisson, Anna Marie 1965

Reference Librarian and Instructor in Library Science. B.A., Indiana University, 1961; M.A., ibid., 1963.

DeYoung, James 1963

Instructor in Speech. A.B., Beloit College, 1959; A.M., Bowling Green University, 1960.

DeYoung, Janet 1965

Instructor in English. B.A., Beloit College, 1959 (Part-time).

Donald, Dorothy 1932

Professor of Spanish. A.B., Indiana University, 1921; A.M., ibid., 1929; Ph.D., University of Wisconsin, 1941; Middlebury College, summer, 1923; Centro de Estudios Historicos, Madrid, 1929-1930; Universidad Nacional de Mexico, summer, 1935; Universite Laval, Quebec, summers, 1952, 1958; Universidad Internacional Santander, summer, 1959.

Ellenberger, Norman 1964

Assistant Professor of Physical Education. B.S., Butler University, 1955; M.A., Ball State Teachers College, 1963.

Erwin, Thomas J. 1961

Assistant Professor of Psychology. A.B., Missouri Valley College, 1950; M.A., University of Missouri, 1956; University of Kansas City, 1953, 1956; University of Missouri, 1959-1960. Special academic leave, 1965-1967.

Fenwich, Harold W. 1966

Assistant Professor of Chemistry. A.B., Beloit College, 1957; Ph.D., University of Wisconsin, 1965.

Fernandez, Thomas L. 1963

Associate Professor of Speech. B.A., Marietta College, 1952; M.A., University of Alabama, 1953; Ph.D., University of Missouri, 1959.

Finley, Lyle W. 1931

Professor of Physics. A.B., Monmouth College, 1924; A.M., University of Illinois, 1925; University of Chicago, summer, 1927; University of Colorado, summer, 1929; University of Illinois, summer, 1935; Cornell University, 1939-1940; ibid., summers, 1936-37; University of Minnesota, summer, 1953; Georgetown University, summer, 1959.

Fleming, Mary H. 1962

Instructor in Physical Education. B.S., MacMurray College, 1946 (Part-time).

Fox, Bernice L. 1947

Associate Professor of Classics. A.B., Kentucky Wesleyan College, 1932; Graduate Assistantship, University of Kentucky, 1933-1936; M.A., ibid., 1934; Research Fellowship, Ohio State University, 1936-1941; Vergilian School, Cumae, Italy, summer, 1964; Rome section of Vergilian Society's Classical Tour, 1965.

Fox, John 1964

Instructor in English. B.A., University of Michigan, 1960; M.A., University of Iowa, 1962; M.F.A., ibid., 1964.

Franklin, Cecil L. 1965

Lecturer in Bible and Religion. Abilene Christian College, 1943-45; A.B., Phillips University, 1945-47; Church Divinity School of the Pacific, 1955-56; S.T.B., S.T.M., Ph.D., Harvard Divinity School, 1947-53, 1958-60.

Gebhart, George R. 1965

Assistant Professor of Economics and Business Administration. B.S., University of Dayton, 1959. M.A., Miami University, 1960. On leave, ACM Central American Program, 1965-66. Ph.D. candidate, Michigan State University.

Goetz, Emily 1965

Instructor in Speech. B.S.Ed., University of Missouri, 1959; M.A., University of Kansas, 1965.

Grischke, Paul R. 1963

Instructor in Music. B.A., Michigan State University, 1960; M.M., ibid., 1963.

Guillermo, Edenia 1965

Assistant Professor of Spanish. B.A., Instituto de Matanzas, Cuba, 1935; Doctor of Education, University of Havana, Cuba, 1939; Ph.D., ibid., 1949.

Hamilton, Martha M. 1937

Assistant Professor of Art. B.A., University of North Carolina, 1923; M.Ed., Harvard University, 1932; Harvard Graduate School of Education, 1923-25; University of Chicago, summers, 1934-1937; Cornell University, summer, 1959; Harvard University, summer, 1961; sabbatical leave, study in Europe, 1964.

Hampl, Constance 1963

Associate Professor of French. B.A., University of Wisconsin, 1927; Certificat d'Etudes, University de Grenoble, France, 1931; Certificat de Phonetique, ibid., 1932; Diploma de Hautes Etudes, ibid., 1933; M.A., University of Wisconsin, 1936; Ph.D., ibid., 1944.

Hauge, Harris 1963

Head Librarian and Professor of Library Science. B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.

Herbsleb, James R. 1956

Professor of Economics and Business Administration. B.A., College of the Pacific, 1947; M.A., Temple University, 1949; LL.B., School of Law, Temple University, 1949; Bryn Mawr College, 1956; Case Institute of Technology, summer, 1957; Indiana University, summer, 1959; University of Chicago, summer, 1960.

Hurh, Won M. Paul 1965

Assistant Professor of Sociology. International Christian College, Korea, 1954-56; B.A., Monmouth College, 1960; Ph.D., University of Heidelberg, 1965.

Irey, Margaret C. 1949

Registrar. A.B., Wheaton College, 1940.

Jaffe, Samuel 1964

Instructor in German. A.B., University of Chicago, 1954 (Liberal Arts); A.B., ibid., 1958 (German); A.M., ibid., 1964; University of Apttingen, University of Berlin, 1959-1961.

Johnson, A. Franklin 1966

Professor of Physics. B.S., University of Alberta, 1938; M.A., University of Toronto, 1947; Ph.D., ibid., 1949.

Johnson, J. Prescott 1962

Associate Professor of Philosophy. A.B., Kansas City College, 1943; A.B., Kansas State College, 1946; M.S., ibid., 1948; Ph.D., Northwestern University, 1959.

Jones, Berwyn E. 1963

Assistant Professor of Chemistry. A.B., Nebraska Wesleyan University, 1958; Ph.D., Kansas State University, 1965.

Jones, Margaret 1962

Instructor in Physical Education. B.A., Monmouth College, 1954; M.A., Washington University, 1964.

Kamano, Dennis K. 1964

Visiting Lecturer in Psychology. B.A., Nebraska Wesleyan, 1952; M.A., University of Denver, 1955; Ph.D., ibid, 1957.

Kennedy, Adele 1946

Associate Professor of English. B.A., University of Iowa, 1927; M.A., ibid., 1928; University of Iowa, summer, 1930; Columbia University, summer, 1937; University of Iowa, summer, 1947; University of Colorado, summer, 1960; University of Iowa, summer, 1961.

Ketterer, John J. 1953

Professor of Biology. B.S., Dickinson College, 1943; Ph.D., New York University, 1953.

Lecoq, Daniele 1965

Instructor in French. *License d'Anglais,* Sorbonne, Paris, 1965.

Leever, Richard S. 1961

Associate Professor of English. B.A., Illinois College, 1947; M.A., University of Texas, 1949; Ed.M., University of Illinois, 1954; Ph.D., ibid., 1961.

Liedman, Jean 1936

Professor of Speech and Dean of Women. A.B., Monmouth College, 1927; A.M., University of Wisconsin, 1935; Ph.D., ibid., 1949; University of Pittsburgh, summers, 1929-30; University of Colorado, summer, 1936; University of Southern California, summer, 1947; Syracuse University, summer, 1956; University of Denver, summer, 1960.

Link, Florence I. 1961

Reference-Documents Librarian and Instructor in Library Science. B.A., Jamestown College, 1927; B.L.S., University of Minnesota, 1949.

Loya, Heimo 1936

Professor of Music. B. Mus., Chicago Musical College, 1936; A.B., Monmouth College, 1938; M.A., University of Iowa, 1941; Chicago Musical College, summer, 1949; University of Iowa, summers, 1938-40, 1955-56, second semester, 1957; University of Colorado, summer, 1959; Eastman School of Music, summers, 1962 and 1964; Sibelius Academy, Helsinki, Finland, spring term, 1965; Orff Institute of Music and Mozarteum, Salzburg, Austria, spring term, 1965.

McAllister, James H. 1957

Associate Professor of Physics and Mathematics. A.B., Peru State Teachers College, 1938; M.A., University of Nebraska, 1950; University of Iowa, summer, 1955; University of Kansas, summers, 1957, 1959, 1960; Michigan College of Mining and Technology, summer, 1961; Associated Colleges of the Midwest program at Argonne National Laboratory, 1962-63; University of Iowa, 1963-65.

McClanahan, Paul 1964

Assistant Professor of Bible and Religion and College Chaplain. Monmouth College, 1933-34; Davidson College, 1934-35; A.B., College of Wooster, 1937; Syracuse University, 1938-39; B.D., Union Theological Seminary, 1939-42.

McClintock, Roy M. 1966

Professor of Government. B.A., University of Oklahoma, 1948; M.A., University of Missouri, 1949; Ph.D., ibid., 1961.

McKenna, Frank S. 1966

Professor of Psychology and Dean of the College. B.S., Lehigh University, 1942; M.A., Columbia University, 1948; Ph.D., Columbia University, 1951.

McNamara, R. Jeremy 1964

Assistant Professor of English. B.A., Kenyon College, 1953; M.A., University of North Carolina, 1954; Ph.D., Michigan State University, 1961.

Meyer, Robert B. 1962

Assistant Professor of Chemistry. A.B., Oberlin College, 1957; Ph.D., Duke University, 1961; Post Doctoral Study, Duke University, 1960-61, Ohio State University, 1961-62, Indiana University, summer, 1963.

Nicholas, Albert 1948

Professor of Education. A.B., Carthage College, 1922; A.M., University of Illinois, 1933; ibid., summers, 1931-33; University of Colorado, summer, 1941.

Nichols, John C. 1966

Assistant Professor of Mathematics. A.B., Blackburn College, 1960; M.S., Southern Illinois University, 1962; Ph.D., University of Iowa, 1966.

Olson, Ordell 1964

Assistant Professor of Economics. Valley City and Minot State Teachers College, 1947-1951; B.S., North Dakota State University, 1953; M.S., South Dakota State College, 1959; Ph.D. candidate, Oregon State University.

Osborne, Harry W. 1965

Professor of French. University of Alabama, 1937-38; B.A., University of Iowa, 1943; M.A., ibid., 1945; Ph.D., University of Wisconsin, 1949.

Palmquist, John C. 1962

Assistant Professor of Geology. A.B., Augustana College, 1956; M.S., University of Iowa, 1958; Ph.D., ibid., 1961.

Pate, James L. 1965

Assistant Professor of Economics and Business Administration. A.B., Monmouth College, 1963; M.B.A., Indiana University, 1964.

Peterson, Douglas R. 1962

Instructor in Music. B.A., Grinnell College, 1950; B.M.E., Florida State University, 1951; M.A., University of Iowa, 1954; Workshop in Choral Art, San Diego State College, summers, 1955-58; Royal Conservatory of Music, Toronto, summer, 1959; University of Iowa, 1960-62.

Peterson, Grace Gawthrop 1922

Instructor in Music. B.A., Monmouth College, 1922 (Part-time).

Ralston, Harold J. 1946

Professor of Classics. A.B., Tarkio College, 1922; A.M., ibid., 1923; Th.B., Pittsburgh Theological Seminary, 1927; M.A., Princeton University, 1928; Ph.D., University of Iowa, 1930; University of Pittsburgh, 1926-27; University of Chicago, summer, 1938; Northwestern University, summer, 1957; University of Michigan, summers, 1959, 1961-62; American School of Classical Studies, Athens, Greece, 1963; Vergilian School, Cumae, Italy, summer, 1965.

Reichow, William 1965

Assistant Professor of Physical Education. B.S., University of Iowa, 1957; M.A., ibid., 1957.

Riederer, A. W. 1965

Instructor in Government. A.B., New York University, 1955; M.A., ibid., 1956; Ph.D. candidate, ibid.

Rosic, Momcilo 1959

Associate Professor of Russian. A.B., Military Academy, Belgrade, Yugoslavia, 1937; A.M., ibid., 1937; Ph.D., University of Bonn, 1950 (Part-time).

Sanmann, Madge S. 1949

Professor of Sociology. A.B., Monmouth College, 1921; B.S., University of Illinois, 1923; A.M., Northwestern University, 1940; Ph.D., ibid., 1948; ibid., summers, 1941-43.

Serrano, Arturo 1961

Assistant Professor of Spanish. B.A., Instituto Cardenal Cisneros, Madrid, 1930; Facultad de Filosofia y Letras, Universidad Central Madrid, 1932-1936; Diploma of Official Translator in Spanish and English, Ministry of National Education, Colombia; Universidad Nacional de Colombia, 1949-1961; Universidad Nacional Pedogogica Feminina, Colombia, 1959-1961.

Shawver, Benjamin T. 1946

Professor of Education and Chemistry. B.S., Parsons College, 1932; M.A., Columbia University, 1950; Ed.D., ibid., 1952. Associated Colleges of the Midwest Urban Semester Program, 1964-65.

Shoemaker, Homer L. 1961

Instructor in Accounting. B.S., University of Denver, 1950; M.B.A., ibid., 1965. Certified Public Accountant, 1961.

Skov, Charles E. 1963

Associate Professor of Physics. A.B., Kearney State Teachers College, 1954; Ph.D., University of Nebraska, 1963.

Slaughter, Adin 1964

Instructor in English. B.A., Monmouth College, 1960; M.A., Purdue University, 1962.

Speel, Charles J., II 1951

John Young Professor of Bible and Religion. A.B., Brown University, 1939; S.T.B., Harvard University, 1949; S.T.M., ibid., 1950; Ph.D., ibid., 1956.

Spitz, Douglas R. 1957

Assistant Professor of History. A.B., Swarthmore College, 1949; M.A., University of Nebraska, 1955; Ph.D., ibid., 1964.

Sweigart, Dennis W. 1965
Instructor in Piano. B.S., Lebanon Valley College, 1963; M.M., University of Michigan, 1965.

Thiessen, Garrett W. 1930
Pressly Professor of Chemistry. A.B., Cornell College, 1924; M.S., University of Iowa, 1925; Ph.D., ibid., 1927; Associated Colleges of the Midwest program at Argonne National Laboratory, 1960-61.

Thompson, Samuel M. 1926
Alumni Professor of Philosophy. A.B., Monmouth College, 1924; A.M., Princeton University, 1925; Ph.D., ibid., 1931.

Tsukamoto, Jack T. 1963
Reference Librarian and Director, "Tamagawa in the USA" program. B.A., Austin College, 1955; M.A., University of Texas, 1960; M.L.S., ibid., 1962; Linguistic Institute, Indiana University, summer, 1964.

Urban, William L.
Assistant Professor of History. A.B., University of Texas, 1959; M.A., ibid., 1964; Ph.D. candidate, ibid.

Wall, James 1964
Instructor in Mathematics. B.A., Knox College, 1961; M.A., University of Nebraska, 1963.

Waltershausen, George L. 1966
Instructor in Art. A.B., Knox College, 1961; M.A., University of California, Berkeley, 1963.

Weeks, J. Stafford 1959
Associate Professor of Bible and Religion. A.B., Juniata College, 1942; B.D., United Theological Seminary, 1945; Ph.D., University of Chicago, 1962; Gettysburg Theological Seminary, 1945-47; University of Chicago, 1948-53.

Wills, Donald L. 1951
Associate Professor of Geology. B.S., University of Illinois, 1949; M.S., ibid., 1951; University of Indiana, summer, 1959; University of Iowa, 1962-64; Ph.D. candidate, ibid.

Wingo, Charles E. 1958
Professor of Education. A.B., Furman University, 1924; M.A., Cornell University, 1937; University of Chicago, summers, 1939-40; Purdue University, summer, 1946; University of Colorado, summer, 1953.

Woll, Robert G. 1935
Associate Professor of Physical Education. B.S., Monmouth College, 1935; M.S., University of Illinois, 1941; University of Illinois, summers, 1937, 1938, 1940; Western Illinois University, summer, 1961.

ADMINISTRATIVE OFFICERS

Duncan Wimpress ..... *President*
David Fleming ..... *Assistant to the President*
Frank S. McKenna ..... *Dean of the College*
William B. Crafts ..... *Dean of Students*
David Hanaman ..... *Director of Development*
Paul LaDue ..... *Business Manager*

Admissions Office

Glen D. Rankin ..... *Director*
Gerald McBride ..... *Assistant Director*
Thomas Ulmet ..... *Admissions Counselor (East Coast)*
David Coots ..... *Admissions Counselor (Midwest)*
Donald Ingerson ..... *Admissions Counselor (St. Louis)*
Paul Schoenheider ..... *Admissions Counselor (Chicago)*

Art Center

Harlow B. Blum ..... *Assistant Professor of Art*

Bookstore

Mrs. James Tippett ..... *Manager*

Business Office

Paul LaDue ..... *Business Manager*
Donald Kettering ..... *Director of Purchasing and Personnel*
Robert Steller ..... *Controller*
Gordon Young ..... *Accountant*
William Hutchins ..... *Office Services Director*
Paul Cropper ..... *Manager, Saga Food Service*

Chapel

The Rev. Paul McClanahan ..... *Chaplain*

Deans' Offices

Frank S. McKenna ..... *Dean of the College*
William B. Crafts ..... *Dean of Students*
Jean E. Liedman ..... *Dean of Women*
Elwood H. Ball ..... *Dean of Men*
F. Garvin Davenport ..... *Director, Summer Session*
L. Del Bowker ..... *Director, Student Aid and Placement*
Mrs. Margaret Irey ..... *Registrar*
Miss Dorothy Whaling ..... *Assistant Registrar*
Witold Novak ..... *Audio-Visual Director*

Foreign Students

Florence Irene Link ..... *Adviser*

Gymnasium

Henry Andrew ..... *Director of Athletics*

Infirmary

Dr. James Ebersole ..... *Medical Director*
Dr. James Marshall ..... *Medical Director*

Library

Harris Hauge ..... *Head Librarian*
Mrs. John Bradford ..... *Catalog Librarian*
Miss Florence I. Link ..... *Periodicals-Documents Librarian*
Jack Tsukamoto ..... *Reference Librarian*
Miss Anna Marie Davisson ..... *Assistant Reference Librarian*

Physical Plant

Robert Winkler ..... *Director*
Paul Bunn ..... *Superintendent*
A. L. McCaughtry ..... *Assistant Superintendent*

President's Office

Duncan Wimpress ..... *President*
Mrs. Eileen Loya ..... *Secretary*
Mrs. Lillian Amundsen ..... *Assistant Secretary*

Public Relations and Development

David Hanaman ..... *Director of Development*
George Mesley ..... *Director of Special Funds*
John Niblock ..... *Director of Public Relations*
Michael Elliott ..... *Director of the News Bureau*

Student Center

Ralph Whiteman ..... *Director*
Jack Weegar ..... *Game Room Attendant*

Theater

James DeYoung ..... *Director*

ALUMNI ASSOCIATION

The Monmouth College Alumni Association was founded May 13, 1878, and now has more than 7,500 members living in every state of the union and some 40 foreign countries. Membership in the association is automatic for graduates and non-graduates alike.

Policies of the association are set by a national board of directors headed by a president, vice president, and secretary. The officers and 17 other directors are elected to three-year terms by at-large mail balloting among all Monmouth alumni. The college director of alumni relations is an *ex officio* member of the alumni board.

Services of the association to Monmouth alumni include promotion of five-year class reunions and local alumni chaper meetings, special programs at Homecoming and Commencement, and operation of a central office where addresses and biographical information is maintained for all alumni. Alumni also receive free of charge *Monmouth College Symposium*, a quarterly magazine, and *Monmouth Moves*, a quarterly newsletter.

Through the efforts of some 50 class secretaries who serve as correspondents for *Monmouth College Symposium*, class news about alumni is printed regularly as an additional service.

The alumni association awards Distinguished Alumnus Awards at Commencement, elects one alumnus annually to a three-year term on the college board of directors, and cooperates with the college admissions office in a program of alumni admissions counselors.

Monmouth's alumni have for many years won distinction for their alma mater. In 1964, the study, *Doctorate Production in United States Universities, 1920–1962*, revealed that Monmouth ranks among the top 16 per cent of the 1,470 four-year colleges and universities in the nation in the production of scholars who earn the Ph.D. degree. Monmouth was listed as one of the 300 "leading baccalaureate sources of doctorates" in the report by the National Academy of Sciences and National Research Council.

In 1965, the American Alumni Council awarded Monmouth's alumni first prize for their sustained support of their alma mater. The prize, awarded in competition among large coeducational colleges throughout the nation, carried a $1,000 grant. In the same competition, Monmouth's alumni placed third among all colleges and universities in the nation, receiving a Grand Award from the AAC and a $1,000 grant from the United States Steel Company Foundation.

ALUMNI ASSOCIATION BOARD OF DIRECTORS

The Officers

Elected in June, 1966, for one year: President, Ted Allen, '30, Santa Monica, California; Vice-President, Dr. Rollin Moore, '31, Streator, Illinois; Secretary, Mrs. Jeanne Frey, '50, Kalamazoo, Mich.

The Directors

Term Ends June 30, 1966: Mrs. Harold Hubbard, '32, Monmouth, Illinois; Leonard Gibb, '58, DeKalb, Illinois; Dr. Roland Wherry, '27, Pekin, Illinois; C. P. Patterson, '35, Monmouth, Illinois; William Woods, '49, Overland Park, Kansas.

Term Ends June 30, 1967: Tim Campbell, '39, Newton, Iowa; Mrs. Agnes Turnbull, '08, Monmouth, Illinois; Rev. Stafford Weeks, Fac., Monmouth, Illinois; Mrs. Raymond Work, '33, Salt Lake City, Utah; Dean Fischer, '58, Nairobi, Kenya, Africa.

Term Ends June 30, 1968: Ted Allen, '30, Santa Monica, California; Charles Gavin, '48, Northfield, Minnesota; Howard Gladfelter, '50, Monmouth, Illinois; F. William Kelley, '53, Lombard, Illinois; Kenneth Miller, '52, Chicago, Illinois.

Term Ends June 30, 1969: James H. Curry, '13, Denver, Colorado; Mrs. Jeanne Frey, '50, Kalamazoo, Michigan; Dr. Duane L. Manlove, '54, Bettendorf, Iowa; Dr. Rollin Moore, '31, Streator, Illinois; James J. Nixon, Jr., '50, Belmont, Massachusetts.

PARENTS' ASSOCIATION EXECUTIVE COMMITTEE

Mr. and Mrs. J. Kenneth Wyard, Peoria, Illinois, chairmen; Mr. and Mrs. Edward Ahlenius, Bloomington, Illinois; Mr. and Mrs. Ralph E. Bowers, Highland Park, Illinois; Mr. and Mrs. Robert Buckley, Libertyville, Illinois; Mr. and Mrs. Everitt A. Carter, Palatine, Illinois; Mr. and Mrs. Robert F. Deibel, Jr., St. Louis, Missouri; Mr. and Mrs. Kenneth E. Farrar, Aurora, Illinois.

Also, Mr. and Mrs. Richard P. Hutchinson, Biggsville, Illinois; Dr. and Mrs. Oren V. Luke, Hamden, Connecticut; Mr. and Mrs. Aubrey M. Neville, Elgin, Illinois; Dr. and Mrs. Robert F. Prindle, Mountain Lakes, New Jersey; Mr. and Mrs. Joseph Rayniak, Waukegan, Illinois; and Dr. and Mrs. Payson Wild, Evanston, Illinois.

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COLLEGE CALENDAR, 1966-67

First Term, 1966

September 14-15—Wednesday-Thursday . . . . Faculty Conference
September 17 —Saturday . Residence Halls open to new students
September 18-20—Sunday-Tuesday . . . . Orientation program for freshmen and other new students
September 20 —Tuesday p.m. . . . . Freshman registration and payment of accounts
September 21 —Wednesday . . . . . Upperclass and freshman registration and payment of accounts and freshmen course changes
September 22 —Thursday a.m. . . . . Upperclass registration and course changes
September 22 —Thursday p.m. . . . . First Term classes meet (1:00 p.m.)
September 27 —Tuesday . . . . . Opening Convocation—Honors Convocation
October 15 —Saturday . . . . . Homecoming (vs Grinnell)
November 5 —Saturday . . . . . Parents' Day (vs Lawrence)
November 23 —Wednesday . Thanksgiving Recess begins (noon)
November 28 —Monday . Thanksgiving Recess ends (8:00 a.m.)
December 5 —Monday . . . First Term classes end (5:00 p.m.)
December 6 —Tuesday . . . . . Reading period
December 7 —Wednesday . . . . . First Term exams begin
December 10 —Saturday . . . . . First Term exams end

Second Term, 1967

January 3 —Tuesday . Second Term classes begin (8:00 a.m.) and Honors Convocation
March 11 —Saturday . . Second Term classes end (5:00 p.m.)
March 12 —Sunday. . . . . Reading period
March 13 —Monday . . . . . Second Term exams begin
March 16 —Thursday . . . . . Second Term exams end

Third Term, 1967

March 26 —Sunday. . . . . Easter Sunday
March 28 —Tuesday . . Third Term classes begin (8:00 a.m.) and Honors Convocation
June 3 —Saturday . . . . . Third Term classes end
June 4 —Sunday. . . . . Reading period
June 5 —Monday . . . . . Third Term exams begin
June 8 —Thursday . . . . . Third Term exams end
June 10 —Saturday . . . . . Alumni Day
June 11 —Sunday. . . . . Baccalaureate
June 12 —Monday . . . . . Commencement

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